DC Statewide Assessment Accommodations for Special Populations
Part I

OSSE Division of Data,

Accountability and Research

January 27, 2016

Webinar Series

- Part I: January 27, 2016

  - Assessment accommodations for students with disabilities

- Part II: February 22, 2016, 3:00-4:30 p.m.

  - Assessment accommodations for English language learners

- Part III: February 29, 2016, 1:00-2:30 p.m.

  - Student registration, Personal Needs Profile, and implementation of accommodations
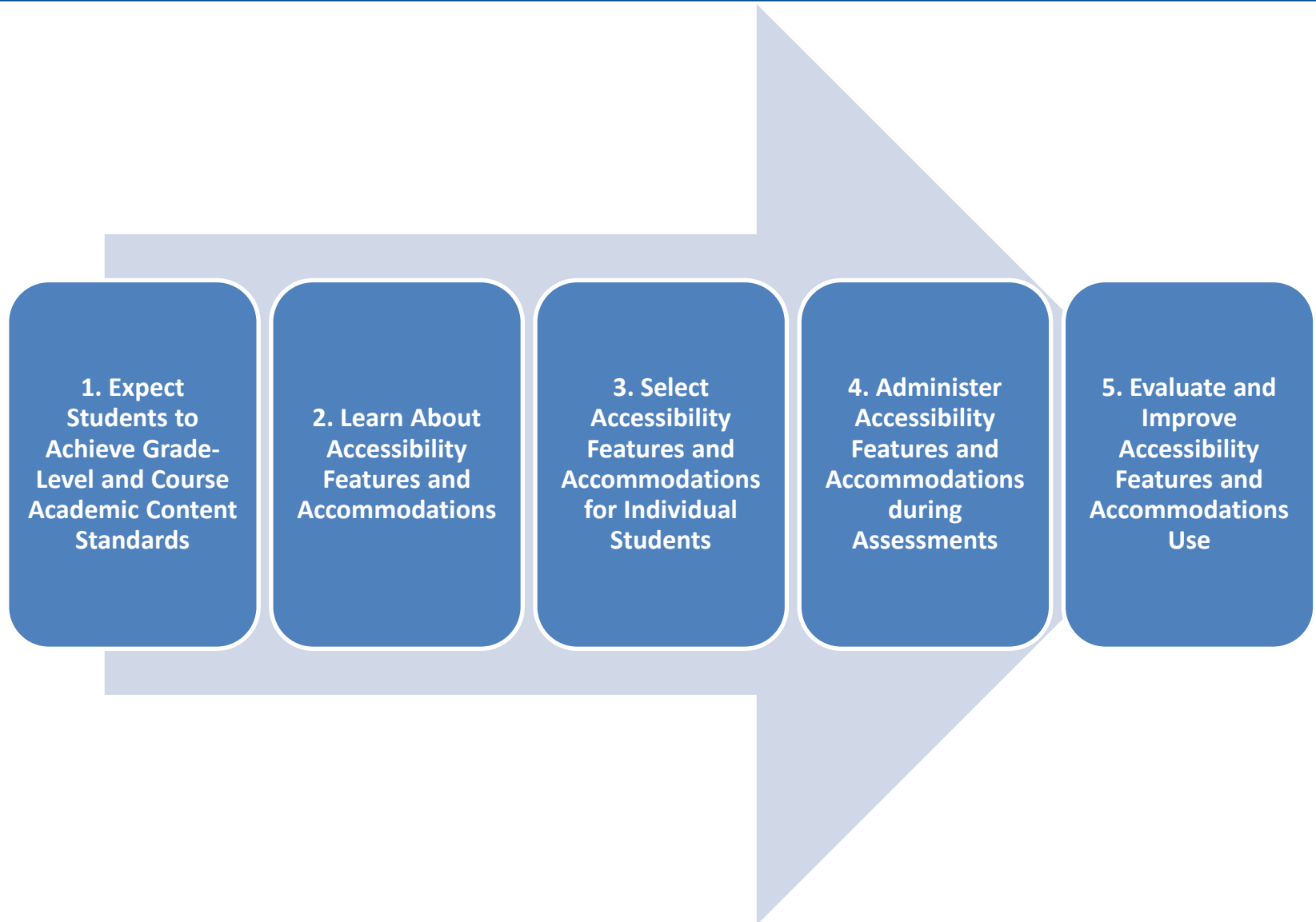
Purpose

This webinar training seeks to:

- Review the available testing accommodations and accessibility features

- Compare the accommodations available to students in SEDS with PARCC accommodations and features

- Clarify documentation requirements for the use of accommodations and features by special populations

- Showcase resources available to assist IEP teams and LEAs in selecting, registering, and implementing accommodations

- Briefly review the PARCC Student Registration and Personal Needs Profile (PNP) for special populations

Overview of Accommodations and Accessibility Features

Ensuring Accessibility to All Assessments

1. Expect Students to Achieve Grade-Level and Course Academic Content Standards

2. Learn About Accessibility Features and Accommodations

3. Select Accessibility Features and Accommodations for Individual Students

4. Administer Accessibility Features and Accommodations during Assessments

5. Evaluate and Improve Accessibility Features and Accommodations Use

Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments.

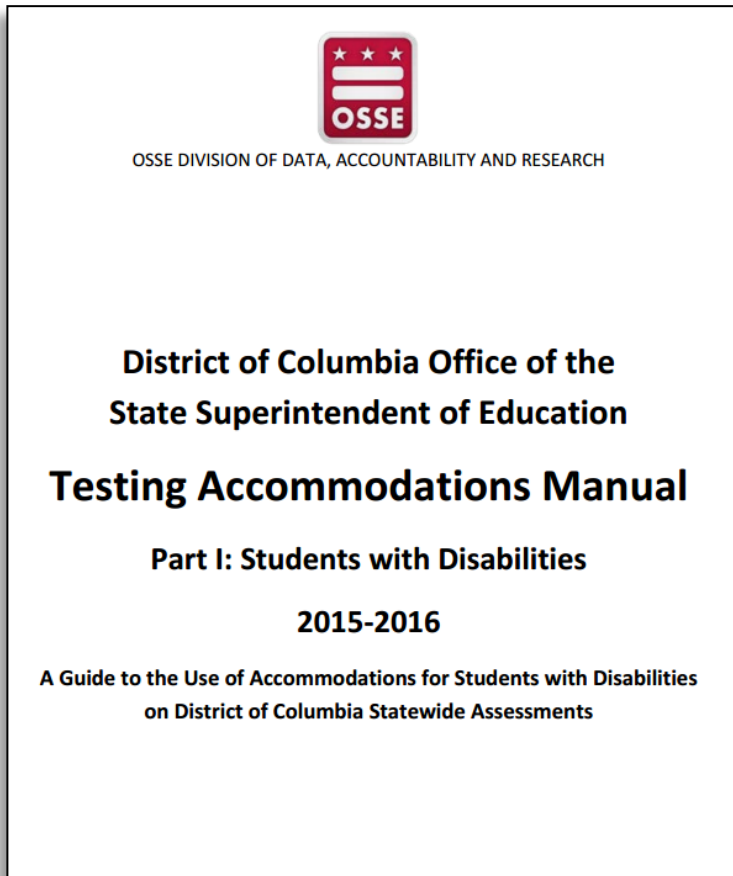| Students with IEPs	Students with Section 504 plans	Students who are English learners	English learners with disabilities who have an IEP or 504 plan (eligible for both sets of accommodations)

DC Statewide Assessments

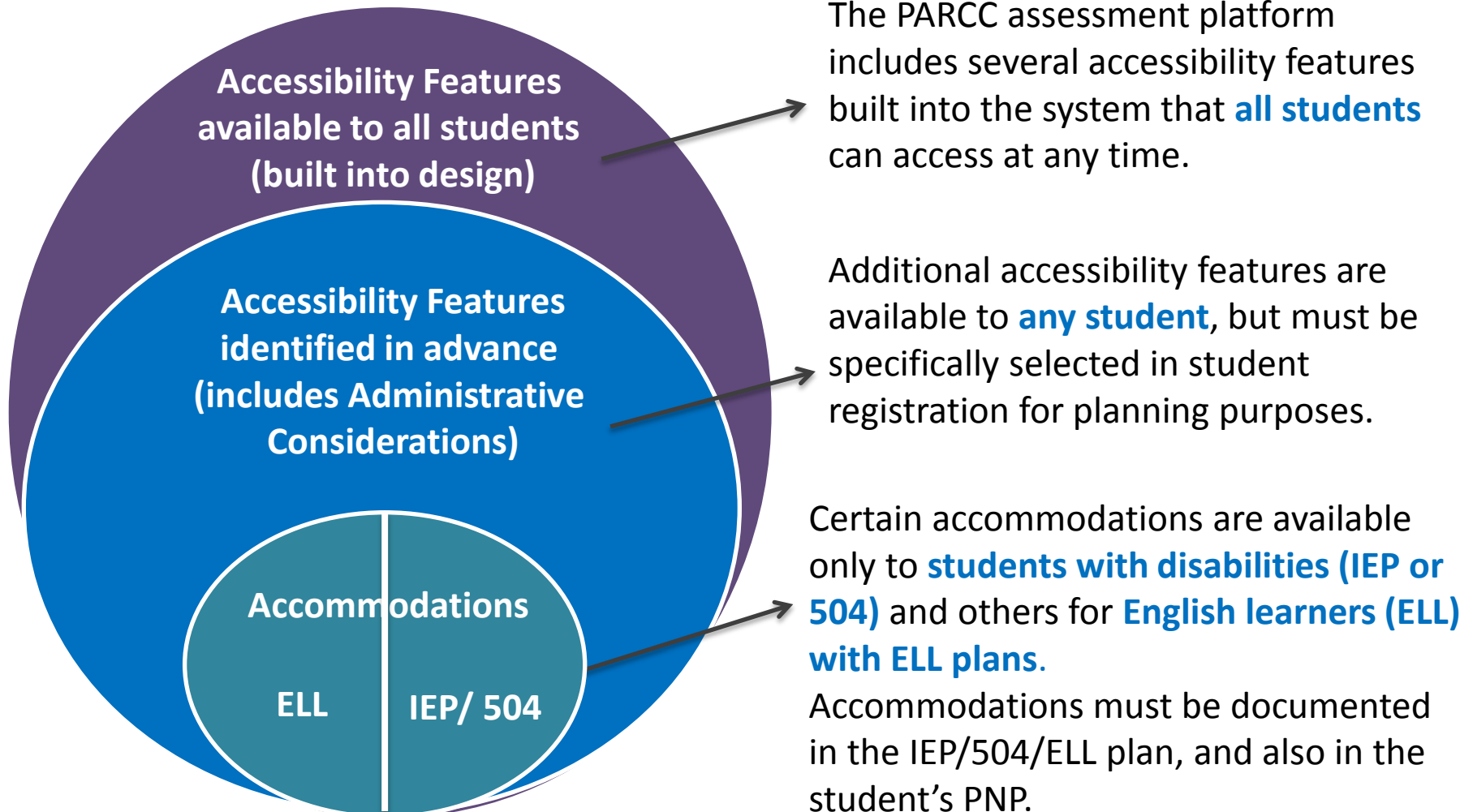| Assessment	Standards Alignment	History	Students Assessed
PARCC ELA/Literacy	ELA Common Core State Standards (CCSS)	Replaced DC CAS in SY2014-15	3rd Grade – High School
PARCC Mathematics	Mathematics Common Core State Standards	Replaced DC CAS in SY2014-15	3rd Grade – High School
NCSC Alternate Assessment (National Center State Collaborative)	Alternative Achievement Standards based on CCSS	Replaced DC CAS Alternate Assessment Portfolio in SY2014-2015	Students with significant cognitive disabilities who meet eligibility requirements
DC Science Assessment	Next Generation Science Standards (NGSS)	Replaced DC CAS Science in SY2014-15	5th Grade, 8th Grade, H.S. Biology
DC Science Alternate Assessment	Alternative Achievement Standards	Continue with DC CAS Alternate Science Portfolio in SY2015-2016	Students with significant cognitive disabilities who meet eligibility requirements
ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	Replaced ACCESS for ELLs in 2015-16 School Year	All Limited English Proficient (LEP) Students (i.e., ELLs)
DC Health Assessment Pilot/Data Collection	DC Health Standards	Transitioning away from DC CAS Health and towards new proposed standards	5th Grade, 8th Grade, once in High School

Accommodations Available on DC Assessments

OSSE DIVISION OF DATA, ACCOUNTABILITY AND RESEARCH

District of Columbia Office of the State Superintendent of Education

Testing Accommodations Manual

Part I: Students with Disabilities

2015-2016

A Guide to the Use of Accommodations for Students with Disabilities on District of Columbia Statewide Assessments

- DC Testing Accommodations Manual released December 2015

- Describes all available accommodations and accessibility features available to students with disabilities

- Crosswalks to each specific assessment

- Select statewide assessments have an additional in-depth manual specific to its own available features (e.g., PARCC Manual)

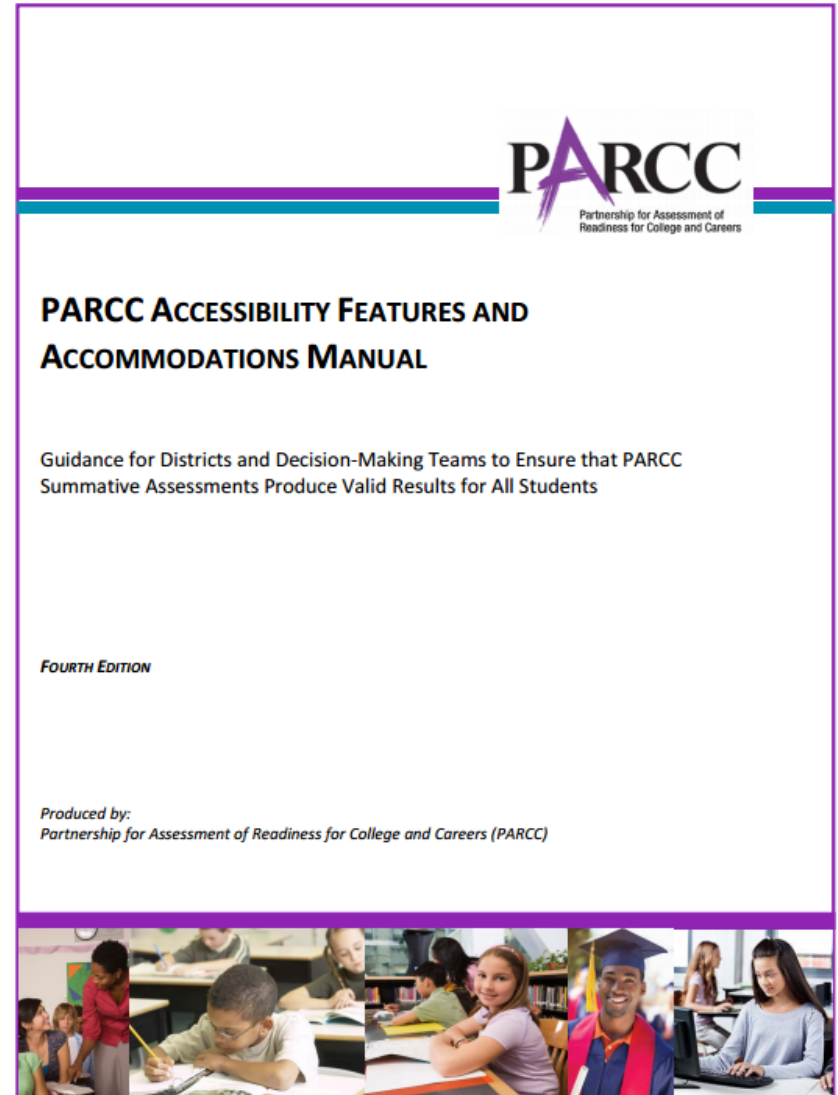http://osse.dc.gov/publication/2015-16-testing-accommodations-manual-part-1

The PARCC Accessibility System

Accessibility Features available to all students (built into design)

Accessibility Features identified in advance (includes Administrative Considerations)

Accommodations

ELL   **IEP/ 504**

The PARCC 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**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (IEP or 504)** and others for **English learners (ELL) with ELL plans**.
Accommodations must be documented in the IEP/504/ELL plan, and also in the student's PNP.

The PARCC Accessibility System

Examples of each type of feature:

Accessibility Features available to all students (built into test)

Accessibility Features identified in advance (includes Administrative Considerations)

Accommodations

ELL | IEP/ 504

- 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)

- Read aloud for ELA
- Human signer for test directions
- Calculation device
- Screen reader for ELA/Literacy

- Word-to-word dictionary
- Translation of math to Spanish

The PARCC Accessibility System

- Updated in Fall 2015

- All accessibility features and accommodations available on PARCC

- Qualifying criteria for each feature

- In-depth guidance on administering each feature

- Linked to OSSE's Testing Accommodations webpage http://osse.dc.gov/service/testing-accommodations

PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

Guidance for Districts and Decision-Making Teams to Ensure that PARCC Summative Assessments Produce Valid Results for All Students

FOURTH EDITION

Produced by:
Partnership for Assessment of Readiness for College and Careers (PARCC)

ELA Read Aloud Accommodations Guidelines

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	☐ Agree ☐ Disagree
In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation	For the **screen reader accommodation,** the IEP team or 504 plan coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille. For the **text-to-speech, ASL video, or human reader/human signer accommodation,** the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level. The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille. States may provide additional guidance for their respective states based on state policy or practice.	☐ Agree ☐ Disagree

Appendix D of the PARCC Accommodations Manual

Checklist to assist IEP teams in determining the appropriateness of assigning a read aloud accommodation.

Read aloud is intended for only a very small number of students. It is not intended for a student who is reading moderately below grade level.

IEP teams should consider relevant student data when making this determination.

DC Science Assessment Accommodations

- SY2015-16 DC Science Assessment uses an identical assessment platform and registration system as the PARCC (Pearson Access Next and TestNav8).

- Several science accommodations do not include the same high-tech options as the PARCC, but still have a low-tech equivalent.

- Example (chart below).

Accommodation listed in SEDS	PARCC Mathematics Assessment Accommodation	DC Science Assessment Accommodation
Read Aloud for Non-ELA/Literacy Assessments	Human Reader or Human Signer (considered accessibility feature)	Human Reader or Human Signer
	Text-to-Speech (considered accessibility feature)	Audio Form or Human Reader
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology	Human Scribe	Human Scribe
	Speech-to-Text	*Not available—use Human Scribe or External Device*

DC Science Assessment

Use the crosswalk guidance document to compare science accommodations with PARCC.

2015-2016 OSSE Testing Accommodations SEDS Crosswalk

This resource document compares accommodations available for selection in SEDS before and after the School Year 2015-2016 SEDS Release (September 21, 2015) and distinguishes between what is available as a classroom accommodation versus statewide testing accommodation. Additionally, this crosswalk aligns each SEDS accommodations to its equivalent accommodation, accessibility feature, or administrative consideration on each statewide assessment (PARCC ELA/Literacy, PARCC Mathematics, DC Science Assessment). For more information about each accommodation and its eligibility criteria, including instructions for IEP teams in selecting appropriate accommodations, please access resources on the OSSE Testing Accommodations website. For more information about the purposes behind these changes, please reference the LEA Memo on the SY15-16 SEDS Release.

SEDS Classroom Accommodations starting September 2015	SEDS Statewide Testing Accommodations starting September 2015	SEDS Accommodations December 2014--August 2015	PARCC ELA/Literacy Accommodations 2015-2016	PARCC Math Accommodations 2015-2016	Spring 2016 DC Science Assessment
Setting Accommodations					
Specialized Equipment, Furniture, or Lighting	Specialized Equipment, Furniture, or Lighting	Adaptive or special furniture	**Adaptive and Specialized Equipment or Furniture (Administrative Consideration)**	same as PARCC ELA	**Specialized Equipment or Furniture (Administrative Consideration)**
		Special lighting			
Noise Buffer or Headphones	Noise Buffer or Headphones	Noise Buffer or Headphones**	**Headphones or Noise Buffer (Accessibility Feature)**	same as PARCC ELA	**Headphones or Noise Buffer (Accessibility Feature)**
Preferential seating	Preferential seating	Preferential seating	Specified Area or Seating (Administrative Consideration)	same as PARCC ELA	Specified Area or Seating (Administrative Consideration)
Separate/Alternate Location	Separate/Alternate Location	Location with minimal distractions	Separate or Alternate Location (Administrative Consideration)	same as PARCC ELA	Separate/Alternate Location (Administrative Consideration)

Available on the OSSE Accommodations Site http://osse.dc.gov/service/testing-accommodations.

DC Alternate Assessment Accommodations

Accommodations
Assistive Technology (AT)
Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the NCSC Assessment System. The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.
Paper Version of Item/s
The use of a paper-based presentation of test item/s is a state-specific policy. Refer to Appendix A. State Specific Information.
Scribe
This accommodation may be used for Selected-Response or Writing Constructed-Response Items.
Sign Language (e.g., ASL, PSE, SEE)
TA may communicate passages, items and response options using sign language to student.

ELA/Literacy and Mathematics Alternate Assessment accommodations for 2015-16 school year will be similar to the NCSC 2014-15 school year accommodations (see table).

Finalized list of 2015-16 school year accommodations is forthcoming.

DC Science Alternate Assessment will remain in portfolio form for 2015-16 school year, thus requiring only classroom accommodations.

Comparison of SEDS to DC Statewide Assessments

2015 Updates to Accommodations in SEDS for NGA

In September 2015, changes were made to the Classroom Accommodations and Testing Participation section of the IEP Process.

- Classroom accommodations are independent from testing accommodations.

- Alternate assessment accommodations are now available for selection.

- Titles of some accommodations are changed to be inclusive all DC statewide assessments (not just PARCC), and to provide further clarity on their intended use.

- Substantially similar accommodations are consolidated into one more general accommodation.

- New tech-related accommodations are added that were not previously available (due to online assessment platform).

2015 Updates to Accommodations in SEDS

Update: User can independently select classroom versus statewide assessment accommodations.

Purpose: Allows for more flexibility to choose specific accommodations for each setting.

Classroom Accommodations

Participation Level	Accommodations	

Add Accommodations

Participation Level:
○ Without Accommodations
● With Accommodations

Different lists

Delete	Area	Accommodations
☐	Response	Word Prediction External Device
☐	Timing and Scheduling	Extended Time
☐	Timing and Scheduling	Test Administered Over Several Days
☐	Setting	Separate/Alternate Location
☐	Presentation	Student Reads Assessment Aloud to Themselves

Statewide Assessment Accommodations

Participation Level:
○ Regular Statewide Assessment - No Accommodations
● Regular Statewide Assessment - With Accommodations
○ Alternate Assessment - No Accommodations
○ Alternate Assessment - With Accommodations

Add Accommodations

Delete	Area	Accommodations
☐	Response	Non-Standard Calculation Device on Calculator Sections
☐	Response	Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments
☐	Setting	Separate/Alternate Location
☐	Setting	Individual Testing
☐	Presentation	Markup Tools

2015 Updates to Accommodations in SEDS

SEDS divides its accommodations into 4 types:

- Response
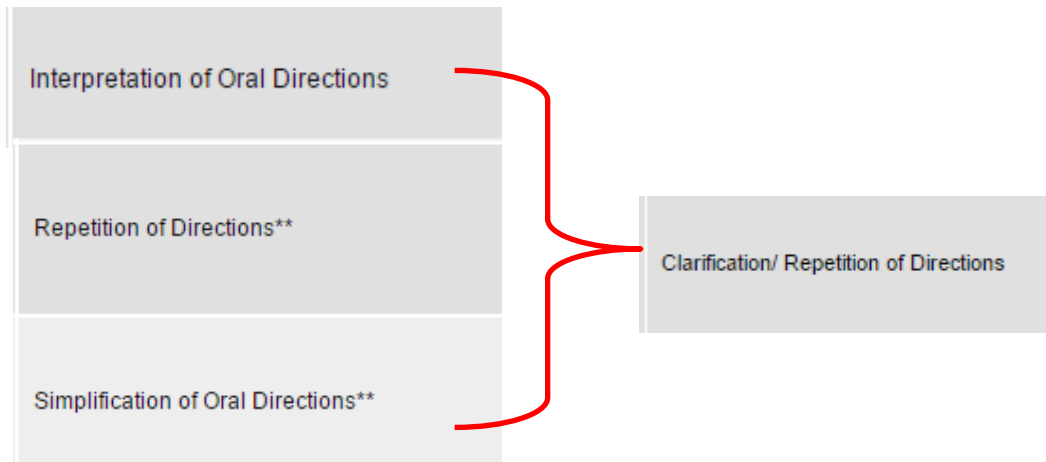- Timing & Scheduling
- Setting
- Presentation

PARCC uses three of these categories, but chooses to label **"setting"** accommodations as **"administrative considerations"** because they are available to all students, not just students with IEPs/504s.
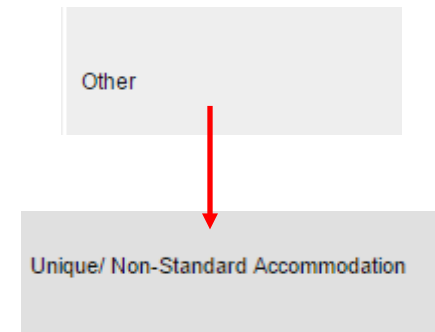
2015 Updates to Accommodations in SEDS

Examples of updates:

Human Reader/Human Signer for the ELA/Literacy Assessments*

Text-to-Speech for the ELA/Literacy Assessments*

→ Read Aloud for ELA/Literacy Assessments

Broader title is more inclusive of all assessment features and provides clarity on its intended use.

Interpretation of Oral Directions

Repetition of Directions**

Simplification of Oral Directions**

Clarification/ Repetition of Directions

Consolidation of similar accommodations.

Other

↓

Unique/ Non-Standard Accommodation

Updated language for clarity.

2015 Updates to Accommodations in SEDS

- Current IEPs finalized prior to the 2015-16 school year SEDS Release will **not** need to be amended.

- Use the **OSSE Testing Accommodations SEDS Crosswalk** to compare lists in SEDS before and after the update, and to compare equivalent accommodations and accessibility features for each statewide assessment.

SEDS Classroom Accommodations starting September 2015	SEDS Statewide Testing Accommodations starting September 2015	SEDS Accommodations December 2014--August 2015	PARCC ELA/Literacy Accommodations 2015-2016	PARCC Math Accommodations 2015-2016	Spring 2016 DC Science Assessment
Timing and Scheduling Accommodations					
Extended Time	Extended Time	Extended time	Extended Time	same as PARCC ELA	Extended Time
		Extended time on Test Units			
Flexibility in Scheduling	Flexibility in Scheduling	Flexible Scheduling	Time Of Day (Administrative Consideration)	same as PARCC ELA	Time Of Day (Administrative Consideration)
		Test administered at Best Time of Day for Student			
Test administered over several days	*Not available to select (must use Unique/Non-Standard Accommodation form to request)*	Test administered over several days***	*Not permitted for PARCC*	*Not permitted for PARCC*	Each unit may be administered on a separate day (Administrative Consideration)
Frequent Breaks	Frequent Breaks	Breaks between Test Units	Frequent Breaks (Administrative Consideration)	same as PARCC ELA	Frequent Breaks (Administrative Consideration)
		Breaks during a Test Unit			

Resources available at http://osse.dc.gov/service/testing-accommodations.
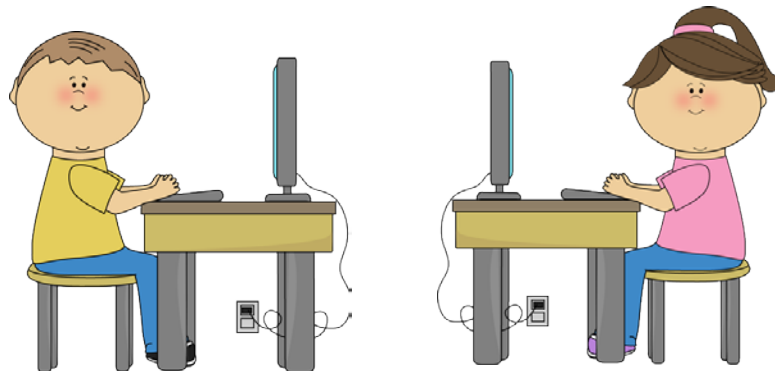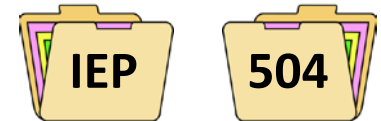
Testing Accommodations Documentation Requirements

Documenting Accommodations

Joey has an IEP. Sally has a 504 plan.

1) IEP team makes decisions about Joey's accommodations and documents in finalized IEP. Sally's accommodations are documented in her 504 plan.

2) Test Coordinator ensures all accommodations are listed in Joey's and Sally's registration files (including Personal Needs Profile).

3) School Test Plan includes provisions to ensure Joey and Sally get their accommodations.

Unique Accommodations

Q: What if Joey's team decides he needs an accommodation that is not listed in SEDS?

A: The IEP team should document it on the IEP in the "Unique Accommodations" box. Also, the LEA must submit a **Unique Accommodations Request** to osse.assessment@dc.gov for OSSE approval.

- Form is found here: http://osse.dc.gov/service/testing-accommodations

"Unique/Non-Standard Accommodation" replaced "Other" in SEDS.

IEP Amendments for Accommodations

Q: What if Sally's IEP was finalized in August 2015, before the updates to SEDS?

A: Sally's IEP does **not** need to be amended. Accommodations listed in the IEP using old language are still valid.

Use the crosswalk to ensure the correct accommodation is selected when completing student registration for each assessment.

Exception: If Sally needs an additional accommodation added to her IEP later in the year, an IEP amendment is needed.

IEP Amendments for Accommodations

Q: What if Joey has his annual IEP meeting at the end of March 2016, and new accommodations are added to the updated IEP?

A: The student registration file (including the Personal Needs Profile) will need to be updated to capture these new accommodations.

Additionally, if this is an online assessment and the school has already done proctor caching, the cache will need to be redone to ensure Joey's changes are uploaded to the online platform.

Resources for IEP Teams and LEAs

PARCC Resources

DC 2015-16 Test Accommodations Manual, crosswalks, and DC-specific guidance:

- http://osse.dc.gov/service/testing-accommodations

PARCC.Pearson.com

- Accommodations practice tutorials, http://parcc.pearson.com/tutorial/
- Accessibility Features and Accommodations (AF&A) manual and implementation guidance: http://avocet.pearson.com/PARCC/Home
- Training modules: https://parcc.tms.pearson.com/
- DC.Pearsonaccessnext.com

PARCC AF&A Manual: What's New?

- PARCC Accessibility Features and Accommodations Manual (Version 4)
- New format focused on before/during/after testing implementation
  - Example:

1s	Human Reader or Human Signer for the Mathematics Assessments (SR/PNP)	**Before Testing:**
		• Identification for SR/PNP: Student's SR/PNP must have Human Reader/Human Signer selected. A student must be placed into a Human Reader test session, then the student will be assigned a Human Reader/Human Signer form. The proctor will be assigned a separate authorization log in to access the same form as all students within the Human Reader session.
		• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script
		• Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:
		  o Read Aloud Kits, which including the Mathematics Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a **secure environment**.
		  o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.
		  o Appendix L: Human Signer Guidelines (signers only)
		
		During Testing: A test administrator reads aloud to a student (human reader or human signer). The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.

PARCC AF&A: What's New?

- Functionality improvements to computer-based line reader tool

- Embedded spell check for writing (available to all)

- New human signer guidelines

- New technical assistance appendix for students with visual impairment (including blindness)

- See full What's New memo here: http://avocet.pearson.com/PARCC/Home#10637

PARCC Accommodations Tutorials

Teachers and students should practice using computer based accommodations.

PARCC training modules and manuals: What's New?

- Training modules: https://parcc.tms.pearson.com/.

- Test Administration Manuals: parcc.pearson.com.

- New Pearson Access Next mini-modules are shorter (less than 10 minutes) and task-based, for things like completing the PNP, assigning students to test sessions and uploading files.

- Interactive Accessibility Features and Accommodations module allows easy browsing of important implementation information.

- Test Administrator Manuals have been edited to be half the length of last year.

Training Modules Demo

PARCC Student Registration and Personal Needs Profile (PNP)

Student Registration and PNP

- The PARCC personal needs profile (PNP) records the accessibility features and accommodations for every student and "turns on" computer-based accommodations.

- **New this year:** In 2015 there were separate PNP and student registration (SR) files for the PBA and the EOY. In 2016, there is one combined file and one combined assessment design. This is called the SR/PNP.

- SR/PNP is managed at dc.pearsonaccessnext.org.

Student Registration and PNP

- OSSE has uploaded initial student registration for most LEAs.

- It is the responsibility of LEAs to keep registrations up-to-date and to add any necessary accommodations and accessibility features.

- If needed, the PNP can be edited right up until the assessment information is downloaded.

  - TIP: for paper accommodations and planning purposes, start early.

Student Registration and PNP Demo

Student Registration and PNP

More detail on documenting and implementing student accommodations in Pearson Access Next, as well as troubleshooting common issues with computer based accommodations, will be presented in Part III of this webinar series on **February 29.**

View the LEA Look Forward each week to keep abreast of registration information or use links below:

- Part II: February 22, 2016, 3:00-4:30 p.m.
  - Assessment accommodations for English language learners
- Part III: February 29, 2016, 1:00-2:30 p.m.
  - Student registration, Personal Needs Profile, and implementation of accommodations

Question & Answer

Please type any questions into the webinar chat box

Follow Up and Contact Information

- Recording of this webinar, OSSE Accommodations website: http://osse.dc.gov/service/testing-accommodations.

- General assessment questions:
  - OSSE.Assessment@dc.gov

- Other questions:
  - SEDS or IEP questions: Contact your **LEA Special Education Point of Contact (LEA SE POC)** who can use the OSSE Support Tool to request OSSE assistance.
  - PARCC questions: Bonnie O'Keefe, bonnie.okeefe@dc.gov
  - New point of contact for accommodations questions for students with disabilities and ELL students: Dr. LaNysha Adams, lanysha.adams@dc.gov