2017 Assessment Accommodations & Accessibility

Jan. 3, 2017

Objectives

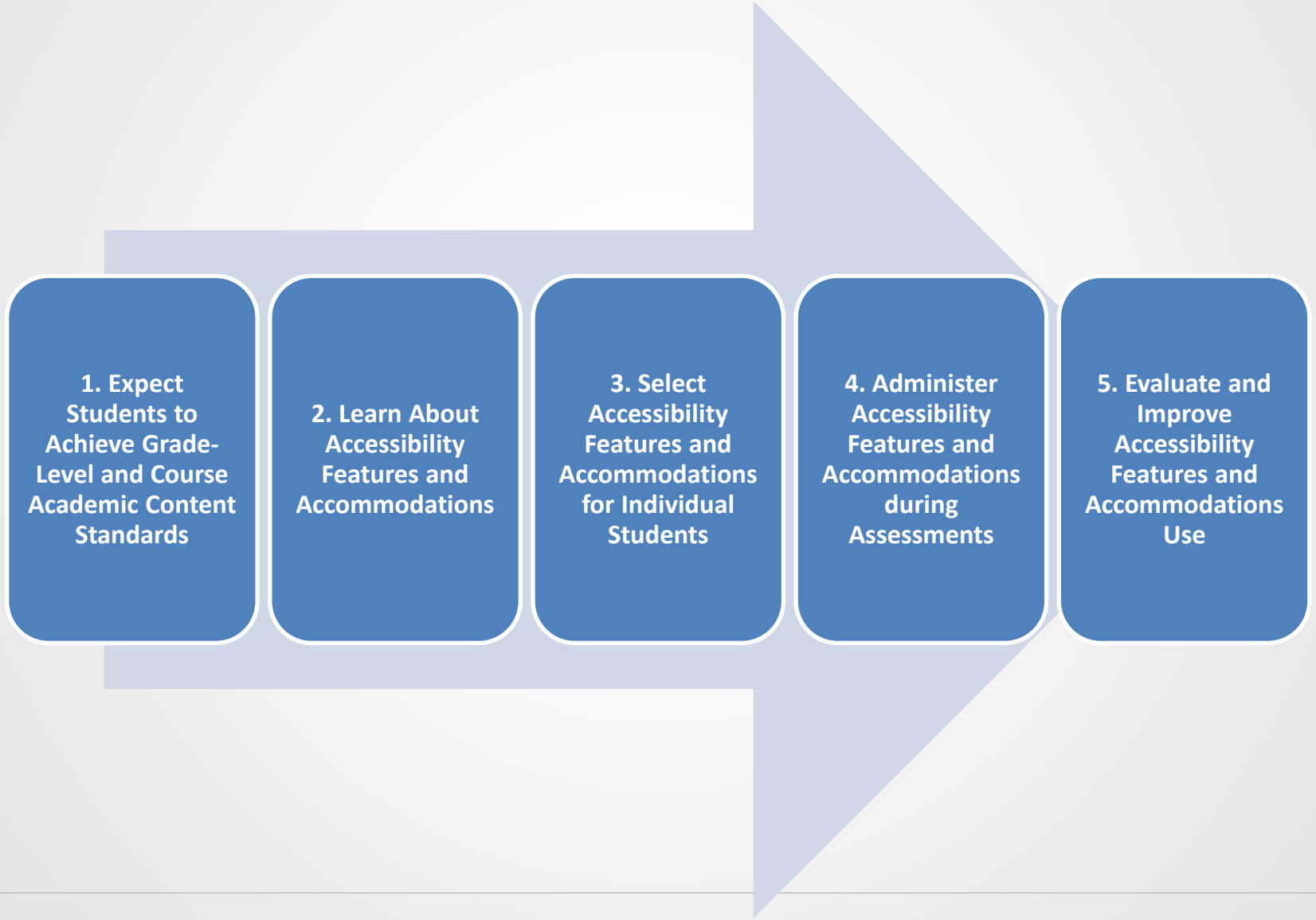
This webinar training seeks to:

- Review the available testing accommodations and accessibility features for each assessment, including WIDA ACCESS for ELLs, PARCC, and DC Science.
- Clarify documentation requirements for the use of accommodations and features by special populations.

Assessments in DC

- All students in DC participate in assessments in one of three ways:
  1. The general assessment (PARCC or DC Science)
  2. The general assessment with accommodations
  3. The alternate assessments (MSAA or DC Science Alt)
- A student with a significant cognitive disability has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

Ensuring Accessibility to All Assessments



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)

Historical Perspective

- Prior to IDEA and NCLB, **all** students were not always included in the assessment process
- The focus on accommodation has shifted from an "anything goes" approach for inclusion to ensuring valid measurement of student achievement
- Federal regulations stipulate states have policies on appropriate accommodations, monitor those policies, and ensure valid measurement

Considerations

- Accommodations ***always*** grow out of the content and skills measured by the assessment and the purpose of the assessment
- Teams and committees should consider the purpose and content of the assessment as well as the individual student's need and circumstance when selecting accommodations
- **Inappropriate use of accommodations can (and does!) negatively impact student achievement**

Differences Across Assessments

- Different tests serve different purposes
  - Accommodations may be allowed for one test, but not for another.
    - Example: ACCESS for ELLs has different accommodation choices than PARCC
  - When considering an accommodation, consider the purpose of the test and what it is designed to measure

Accommodation Categories

- Setting
- Timing and Scheduling
- Presentation
- Response

2016-17 School Year Test Dates

Test	Dates
WIDA ACCESS	Feb 27 – April 25
MSAA	March 27 – May 12
PARCC Window 1	April 10 – May 26*
PARCC Window 2	April 24 – June 5
DC Science	April 24 – June 9
DC Science Alt	May 26

** Includes five days of school vacation for a spring break*

WIDA ACCESS for ELLs: Feb. 27 to April 25, 2017

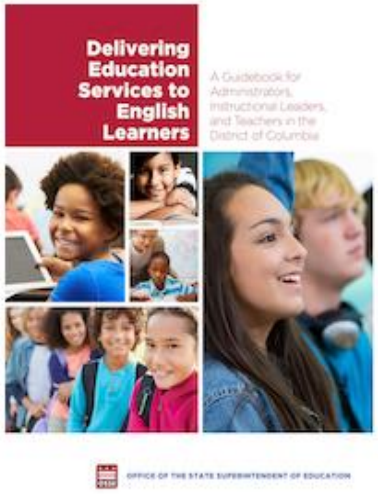
EL Guidebook

- In Fall 2016, OSSE released a new guidebook for “Delivering Education Services to English Learners”
  - http://learndc.org/page/classrooms/our-students/english-learners/delivering-education-services-english-learners

EL Guidebook

- **Our Students**
- Instruction
- Standards
- Resource Library

Delivering Education Services to English Learners



All school staff— including principals, instructional leaders, teachers, and others— are responsible for ensuring that English learners (ELs) develop English language proficiency and meet the same challenging state academic standards as their native English-speaking peers.

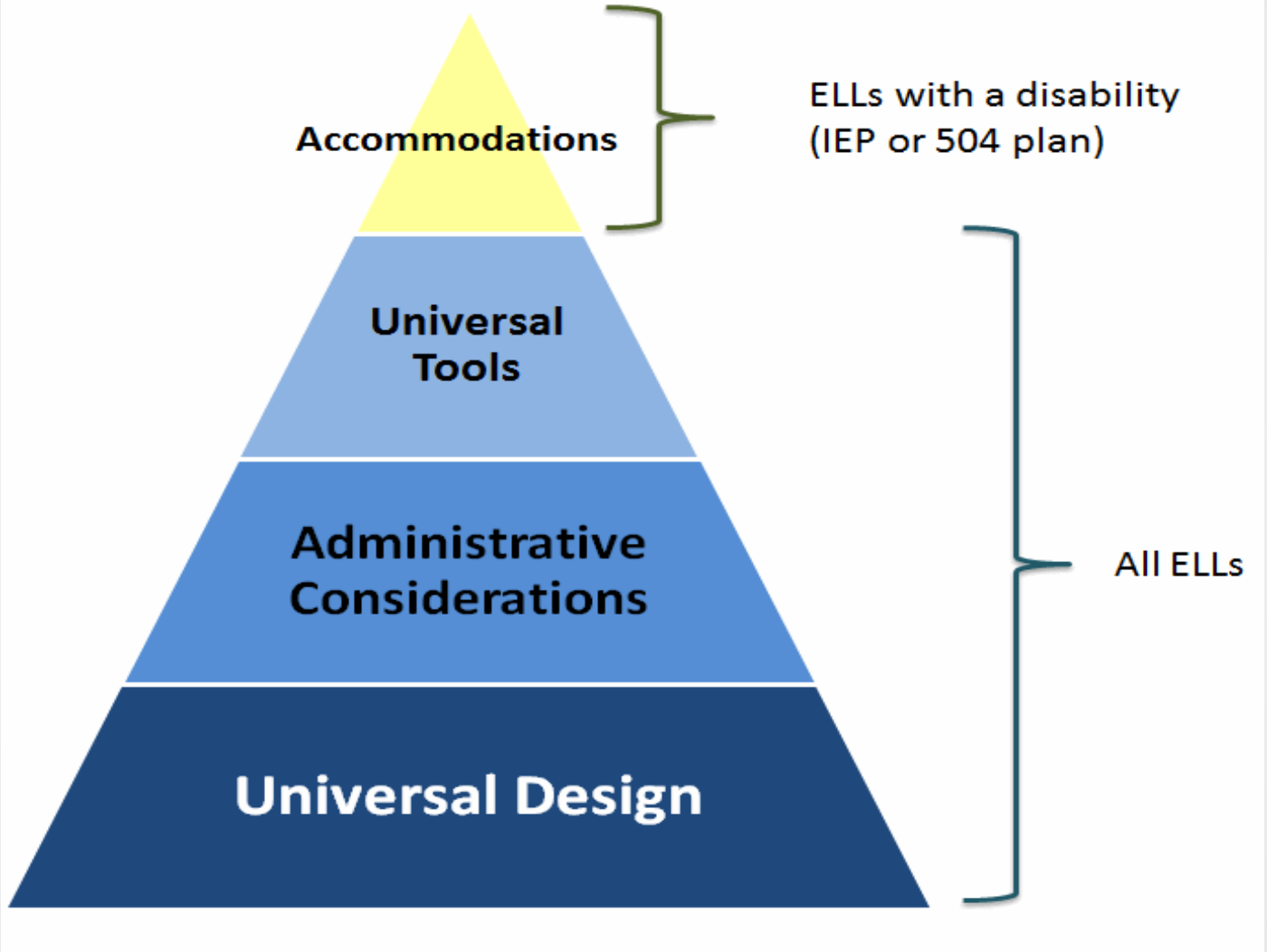
There are eight steps that schools or local education agencies (LEAs) must take to ensure English learners are provided with equal access to a high-quality education and the opportunity to achieve their full academic potential. These activities are required by the Office of Civil Rights (OCR) to ensure that all students can participate meaningfully and equally in all educational programs. Read more about each of these steps and explore related resources.

DOWNLOAD EL GUIDEBOOK

Test Administration Timeline

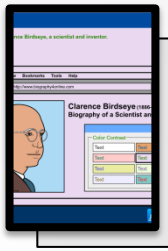
Task	Start Date	End Date
ACCESS for ELLs roster validation	11/8/2016	11/22/2016
Test Materials Ordering and Pre-ID file submission (OSSE does it on behalf of LEAs)	1/6/2017	1/6/2017
Online Test Setup in WIDA AMS (installation of software, etc.)	1/31/2016	4/25/2017
Districts Receive Test Material (on)	2/10/2017	2/10/2017
Test Window	**2/27/2017**	**4/25/2017**
Additional Test Material Window	2/10/2017	4/18/2017
Deadline for LEAs Ship Completed Test Material to DRC	5/2/2017	5/2/2017
Pre-Reporting Data Validation by LEAs in WIDA AMS	5/22/2017	5/30/2017
LEAs Receive Reports - Printed and Online	6/26/2017	6/26/2017
OSSE processes ACCESS data and uploads into SLED	6/26/2017	8/4/2017

Universal Design



Universal Tools in ACCESS for ELLs

Audio Aid



Color Contrast

online only

Color Overlay

Highlighter

Line Guide

Magnification

Sticky Notes

Scratch paper

ACCESS for ELLs Accommodated Forms

While most accommodations may be used with either online or paper-based testing, three accommodations must be pre-identified when using computer-based testing. These accommodations make changes to the testing platform which allow the student to access the accommodation:

1. Extended Speaking test response time
2. Manual control of item audio
3. Repeat item audio

Large Print or Online?

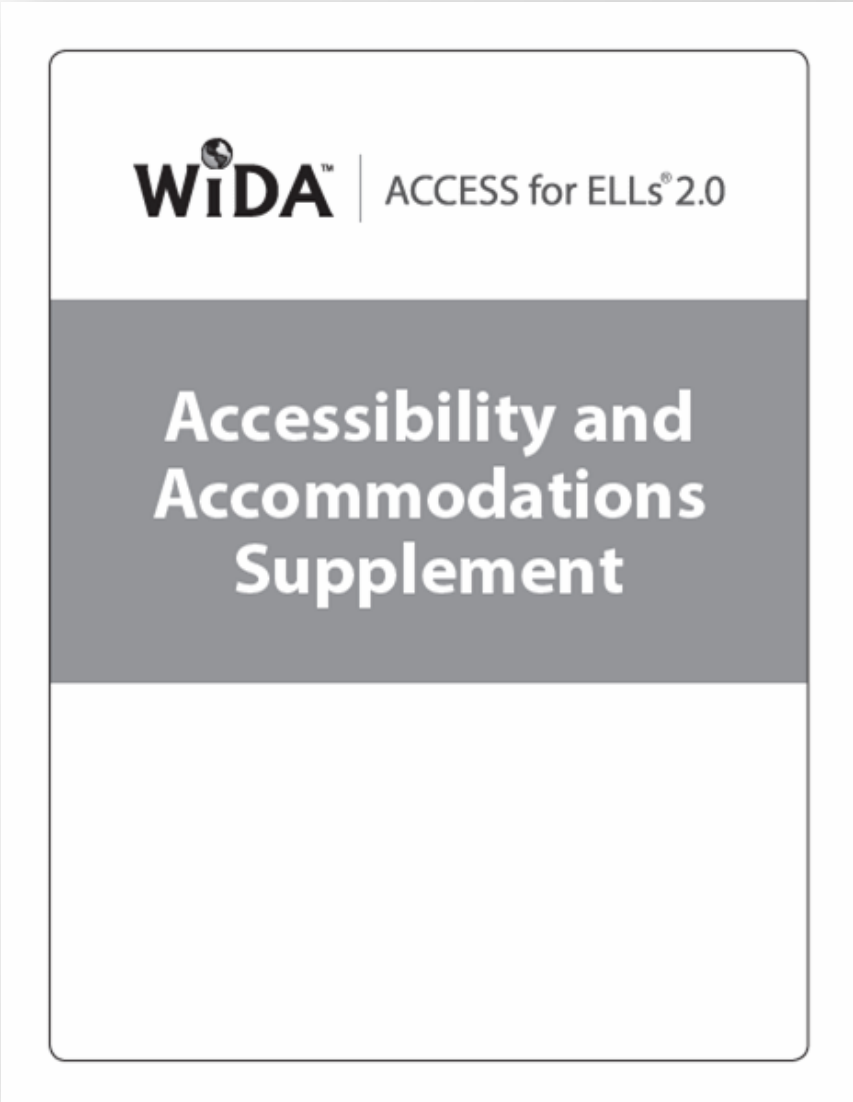
- Large print or online? Use the practice tests and sample items to determine what works best for the student. Remember, accommodations should be reflective of what is happening during instruction.

- Online: Magnification tool will increase onscreen font size up to 1.5X or 2X, how large the font and graphics become depends on size of the computer monitor. WIDA does not recommend the use of tablets or Chromebooks for students with large print needs.

- Paper: Large Print test uses 18 point font

Accessibility and Accommodations Supplement

- Participation Guidance
- Framework
- Types of Supports
- Alternate ACCESS for ELLs criteria
- Keyboard Shortcuts
- Transcription Guidance
- Scribe Guidance
- Accommodations Checklists

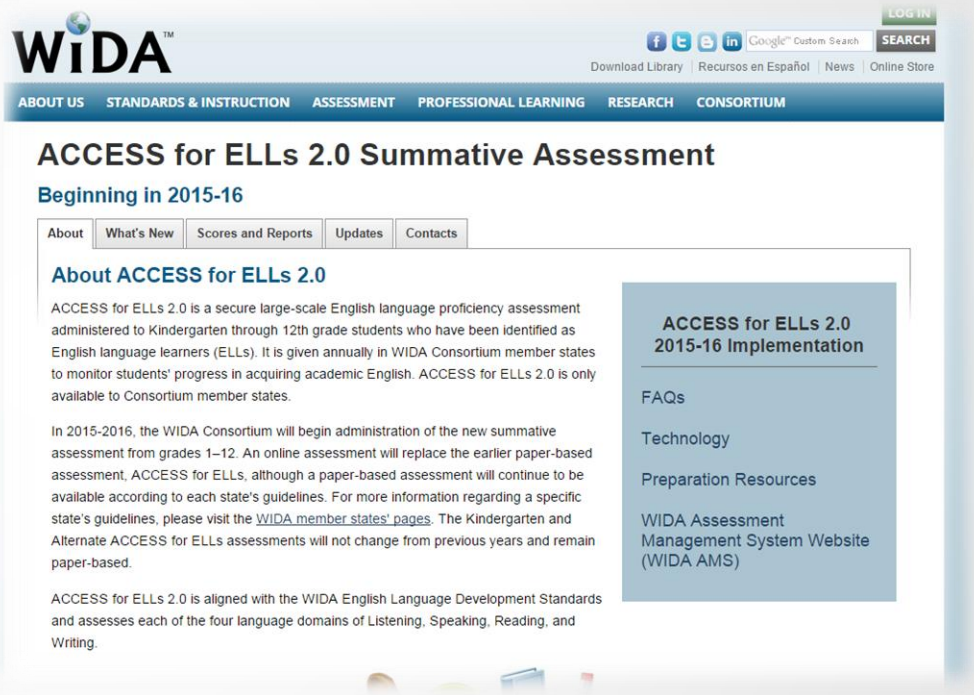


https://www.wida.us/assessment/ACCESS20.aspx

The WIDA Website

The ACCESS for ELLs 2.0 webpage (www.wida.us/ACCESS_2.0)

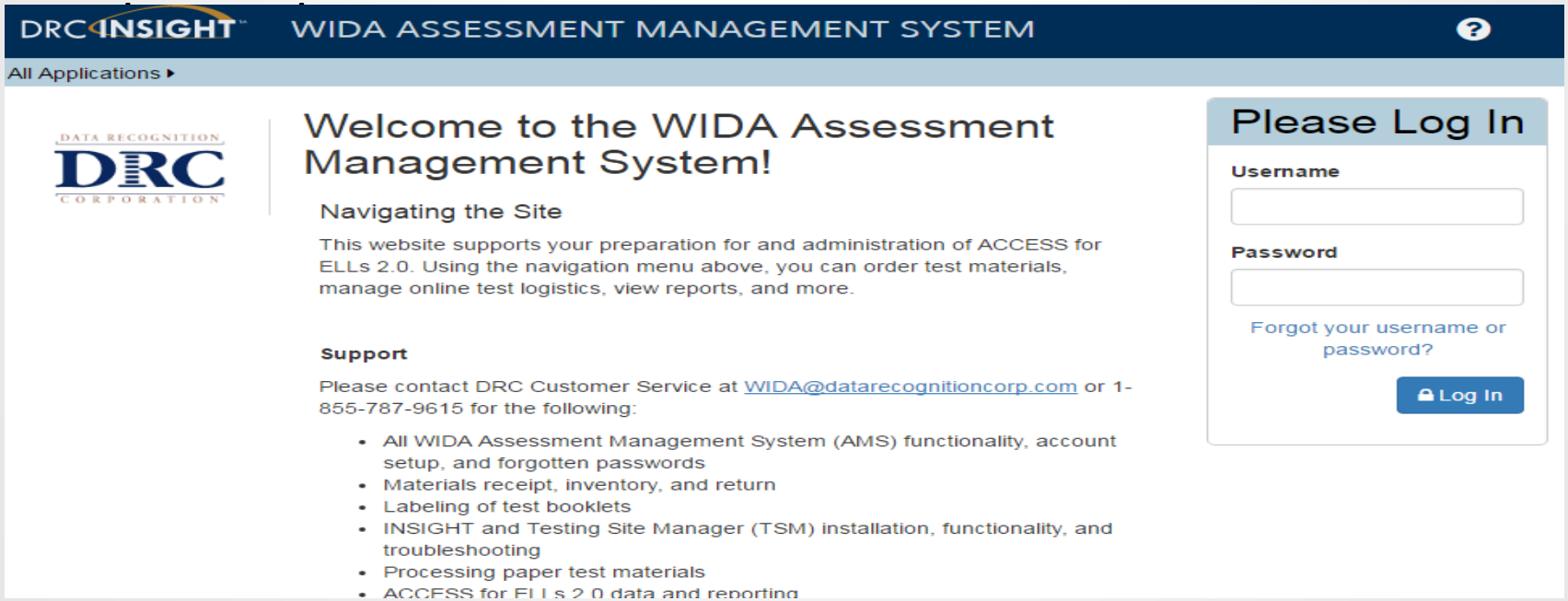
- Interactive checklists
- Training modules
- Technology Requirements
- Facilitator Toolkit
- FAQ document
- Link to the WIDA AMS



Note: Login is required for some resources. LEA ELL Coordinators should be able to add new users.

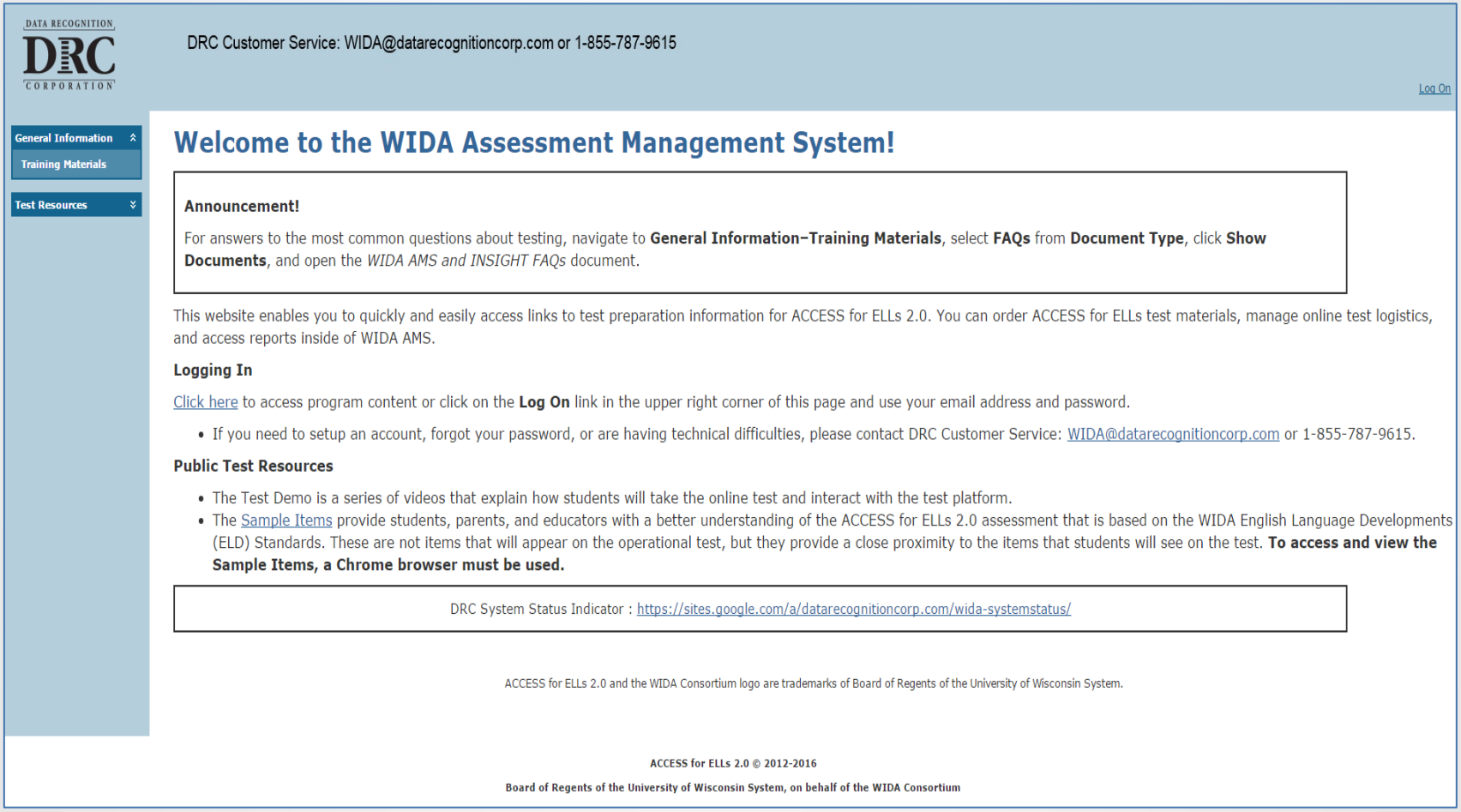
WIDA Assessment Management System (WIDA AMS)

- Contains test software, test demo, and sample items
- Access will be granted to all Test Coordinators, Test Administrators, and Technology Coordinators (each will have distinct usernames and passwords)
- All students will be loaded into WIDA AMS whether they are



WIDA AMS

https://www.wida-ams.us



DRC Customer Service: WIDA@datarecognitioncorp.com or 1-855-787-9615

Log On

General Information

Training Materials

Test Resources

Welcome to the WIDA Assessment Management System!

Announcement!

For answers to the most common questions about testing, navigate to **General Information–Training Materials**, select **FAQs** from **Document Type**, click **Show Documents**, and open the *WIDA AMS and INSIGHT FAQs* document.

This website enables you to quickly and easily access links to test preparation information for ACCESS for ELLs 2.0. You can order ACCESS for ELLs test materials, manage online test logistics, and access reports inside of WIDA AMS.

Logging In

Click here to access program content or click on the **Log On** link in the upper right corner of this page and use your email address and password.

- If you need to setup an account, forgot your password, or are having technical difficulties, please contact DRC Customer Service: WIDA@datarecognitioncorp.com or 1-855-787-9615.

Public Test Resources

- The Test Demo is a series of videos that explain how students will take the online test and interact with the test platform.
- The Sample Items provide students, parents, and educators with a better understanding of the ACCESS for ELLs 2.0 assessment that is based on the WIDA English Language Developments (ELD) Standards. These are not items that will appear on the operational test, but they provide a close proximity to the items that students will see on the test. **To access and view the Sample Items, a Chrome browser must be used.**

DRC System Status Indicator : https://sites.google.com/a/datarecognitioncorp.com/wida-systemstatus/

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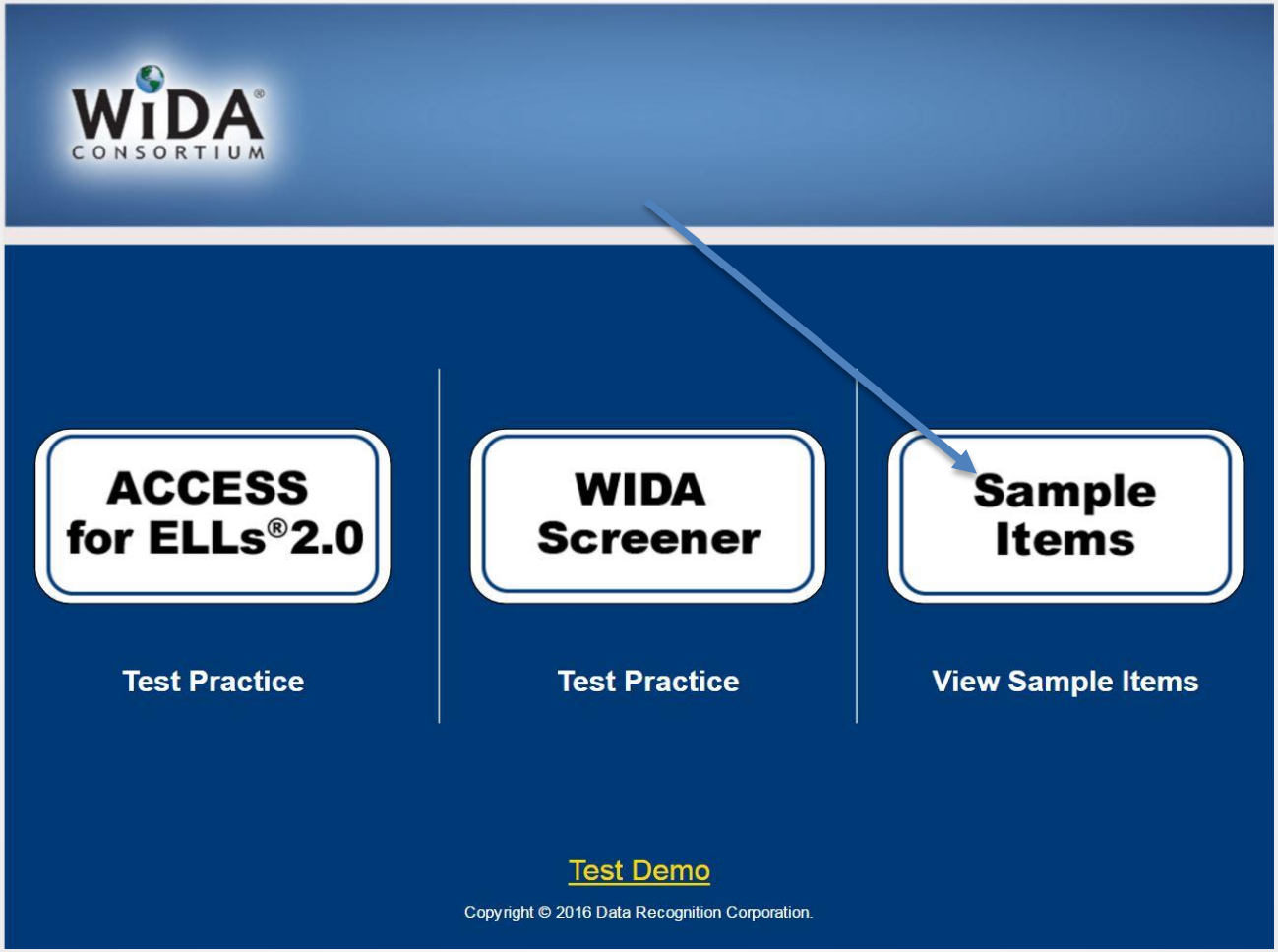
Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ACCESS for ELLs Sample Items



https://wbte.drcedirect.com/WIDA/portals/wida
https://www.wida.us/assessment/access/access_sample_items.pdf

ACCESS for ELLs Practice Test

https://wbte.drcedirect.com/WIDA/portals/wida

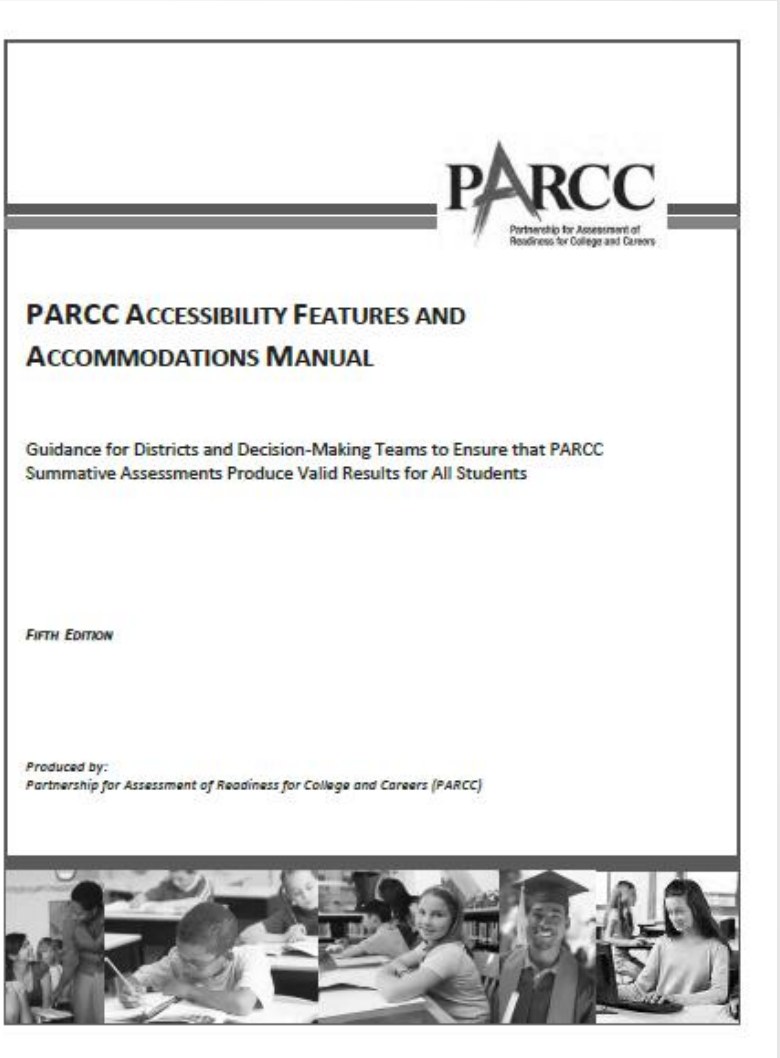
PARCC

April 10 - May 26, 2017

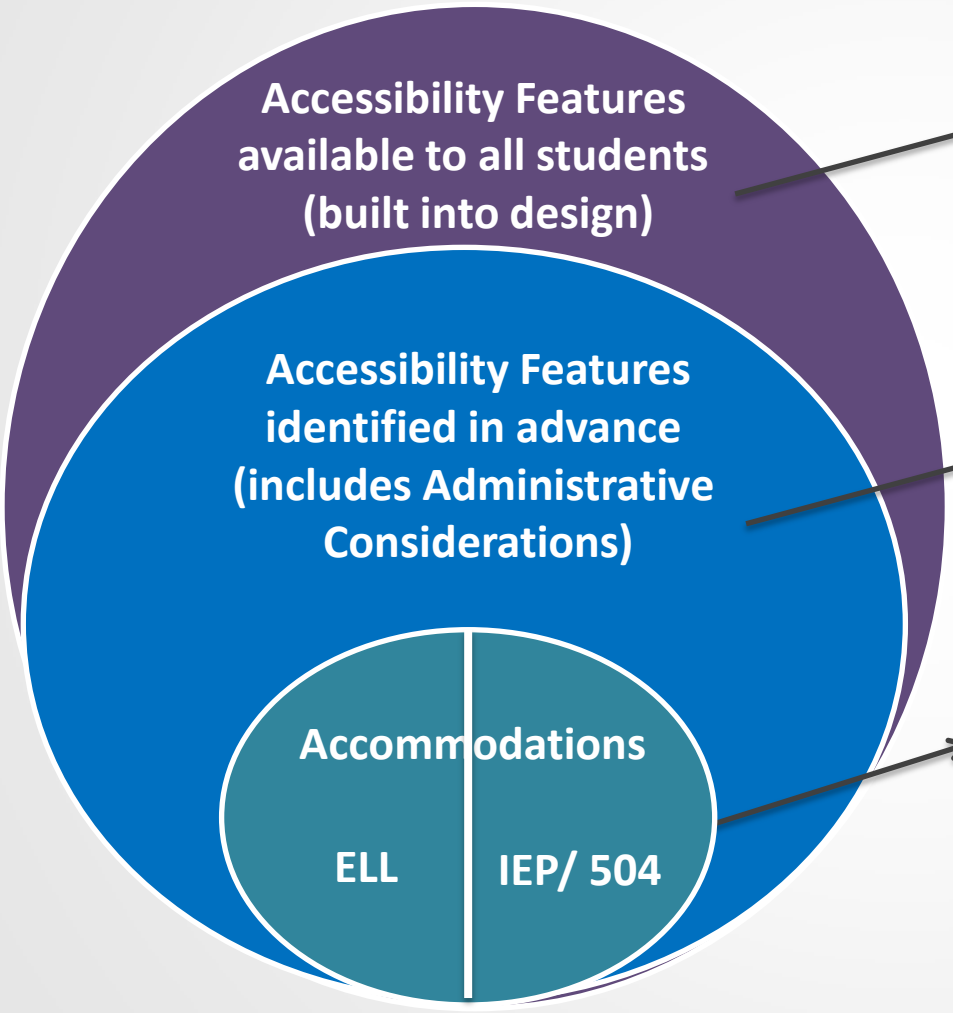
April 24 - June 5, 2017

PARCC 5th Edition AAF Manual

- Latest edition of the PARCC Manual: http://www.parcconline.org/assessments



The PARCC Accessibility System



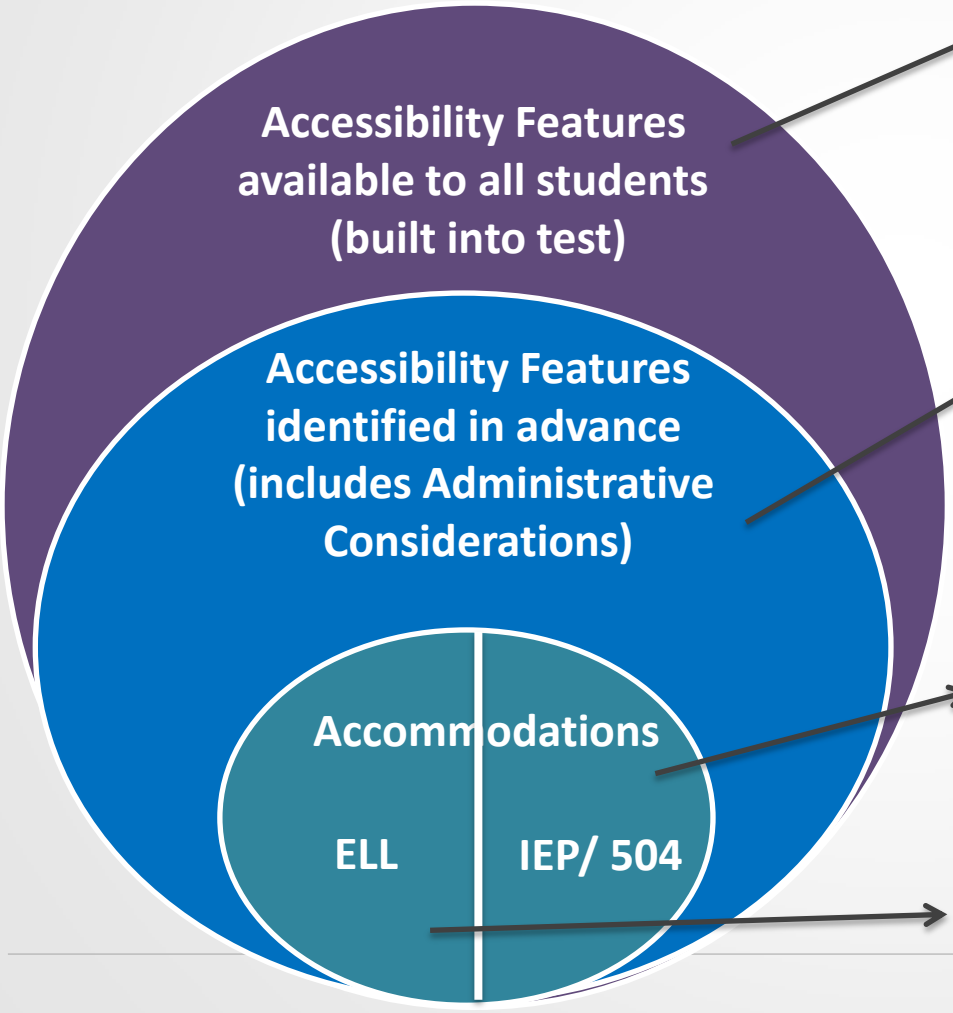
The PARCC assessment platform includes several accessibility features built into the system that **all students** can access at any time.

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:



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

- Text-to-Speech for Math Assessment
- **Student Reads Aloud to Him/Herself**
- 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

Read Aloud Accommodation

504 Plan	IEP
• Does student have a documented decoding or fluency deficit which precludes access to printed text? • Is student engaged in intense Tier III intervention to address specific deficit? • Does student need supported reading in core academic instruction?	• Does student have a documented decoding or fluency deficit which precludes access to printed text? • Does student have a goal to address deficit listed in the present level of educational performance? • Is student engaged in intense intervention to address specific deficit? • Is inability to access printed text included in the impact statement? • Does student need supported reading in core academic instruction?

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.

Read Aloud Accessibility Feature

- Given that reading comprehension on other content area tests (PARCC Math, DC Science) is not measured, it is permissible to provide read aloud to any student with an identified need.
- However, text-to-speech should not be provided to students school-wide just because it is available.
- Accessibility features used on the assessments should be generally consistent with those used in daily instruction.

Paper tests available as accommodations

- Regular paper tests
- Paper read aloud kits
- Spanish read aloud kit math tests
- Braille
- Large print
- Spanish large print math tests

Transcribe according to test coordinator manual directions before returning

http://www.parcconline.org/assessments/accessibility/manual

Implementation Guidance

- Extended time
  - Units may last up to one school day
- Calculator
  - PARCC Calculator Guidelines
- Paper Tests
  - Students with paper tests as accommodations may test at the same time as other students
- Text-to-Speech
  - Students may test in a room with their peers with headphones. Text-to-speech can be made available to any student for math, it is an accommodation for ELA that is only appropriate for a small number of students. See guidance here.

DC Science

April 25 - June 9, 2017

DC Science

- DC Science Assessment uses an identical assessment platform and registration system as the PARCC (Pearson Access Next and TestNav8
- Accommodations align more closely to PARCC
  - Audio Form → Text-to-speech
- Updates will be highlighted in the 2016-17 Crosswalk and Testing Accommodations Manuals
  - Released on the OSSE website before Feb. 1, 2017
  - Discussed in LEA Special Education POC Monthly Webinar, Jan. 18, 2017, 10-11 a.m.

Wrap Up

Students Eligible for Accommodations

- Students eligible for accommodations include:
  - Students with Disabilities
    - students with individualized educational plans
    - students served under Section 504
  - English Learners
    - Students qualifying for English language services
    - EL students who also have disabilities
    - Students who have exited English language services in the last two years in “EL Monitoring Status”

Preparing for Personal Needs Profile (PNP)

- What to do when a computer-based accommodated test form (e.g. text-to-speech, Spanish math test) is incorrect for a student during testing
- This is a **high-impact error**, because it could cause students to lose their work or be invalidated if not caught early.
- The best thing is to avoid the problem by finalizing all PNP data before proctor caching or starting any test sessions, and checking form id
- Full step-by-step guidance here

Managing PNP for PARCC

PNP Computer-Based Accommodated Test Form Guidance

- ASL Video
- Assistive Technology – Screen Reader
- Assistive Technology – Non-screen Reader
- Closed Captioning for ELA/Literacy
- Text-to-Speech
- Translation of PARCC Math
- Human Reader or Human Signer

Accommodations

- It is important that accommodations and accessibility features used on assessments are also used in instruction
- Any unique/non-standard accommodations not included in the manuals for an assessment must be approved by OSSE prior to their use on statewide tests
- Students need to be familiar and comfortable with all necessary accommodation(s) BEFORE the assessment – practice tests and tutorials are a resource.
- An emergency accommodations form will be available online (PARCC and OSSE website) for temporary accommodations in the event of student injury (e.g. a scribe for a student with a broken wrist)
- Guidelines to selecting, implementing and evaluating the use of accommodations for students with disabilities and English language learners

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

Additional Training Resource

LEA Special Education Point of Contact (LEA SE POC) Monthly Webinar for January 2017 will include a deeper dive on accommodations for students with disabilities.

- Documenting Assessment Accommodations in the IEP
- Unique Accommodation Requests
- Alternate Assessment Accommodations
- NAEP Assessment Accommodations
- Resources for IEP Teams and LEAs

LEA SE POCs should plan to participate. Test Coordinators and Test Administrators are also welcome to participate.

Register here: LEA Special Education POC Monthly Webinar, Jan. 18, 2017, 10-11 a.m.

Q&A

OSSE Contacts

- All materials from this webinar will be posted at http://osse.dc.gov/service/testing-accommodations

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Questions?

- If any of your TCs or TAs need login credentials for the WIDA or MSAA websites, please have them complete the request form here: https://goo.gl/forms/amXKAbwEAzli6oWQ2.
- For questions, email: osse.assessment@dc.gov and cc the Director of Assessments Danielle.Branson@dc.gov.

Thank you!