PARCC Accessibility Features and Accommodations for English Learners and Students with Disabilities PART ONE

OSSE Webinar Training
October 29, 2014

Agenda

- PARCC fundamentals
- PARCC accessibility features versus PARCC accommodations.
- OSSE resources to assist LEAs in selecting PARCC accommodations for students with disabilities and English Language Learners.
- Documentation of PARCC accommodations for students with disabilities in SEDS.

PARCC Fundamentals

- PARCC will:
- Replace DC CAS in mathematics, reading, and composition
- Be administered in grades 3-8 and once in high school
  - Required High School Assessments: Geometry or Integrated Math II and High School ELA II

PARCC Fundamentals

Performance-Based Assessment

- After 75 percent of the school year
- Extended tasks, applications of concepts and skills
  - **ELA/literacy:** Writing effectively when analyzing text, research simulation
  - **Math:** Solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools

End-of-Year Assessment

- After 90 percent of the school year
- Innovative, short-answer items
  - **ELA/literacy:** Reading comprehension
  - **Math**: Short items that address both concepts and skills

PARCC Fundamentals

Performance Based Assessment (PBA)

March 2, 2015- May 8, 2015

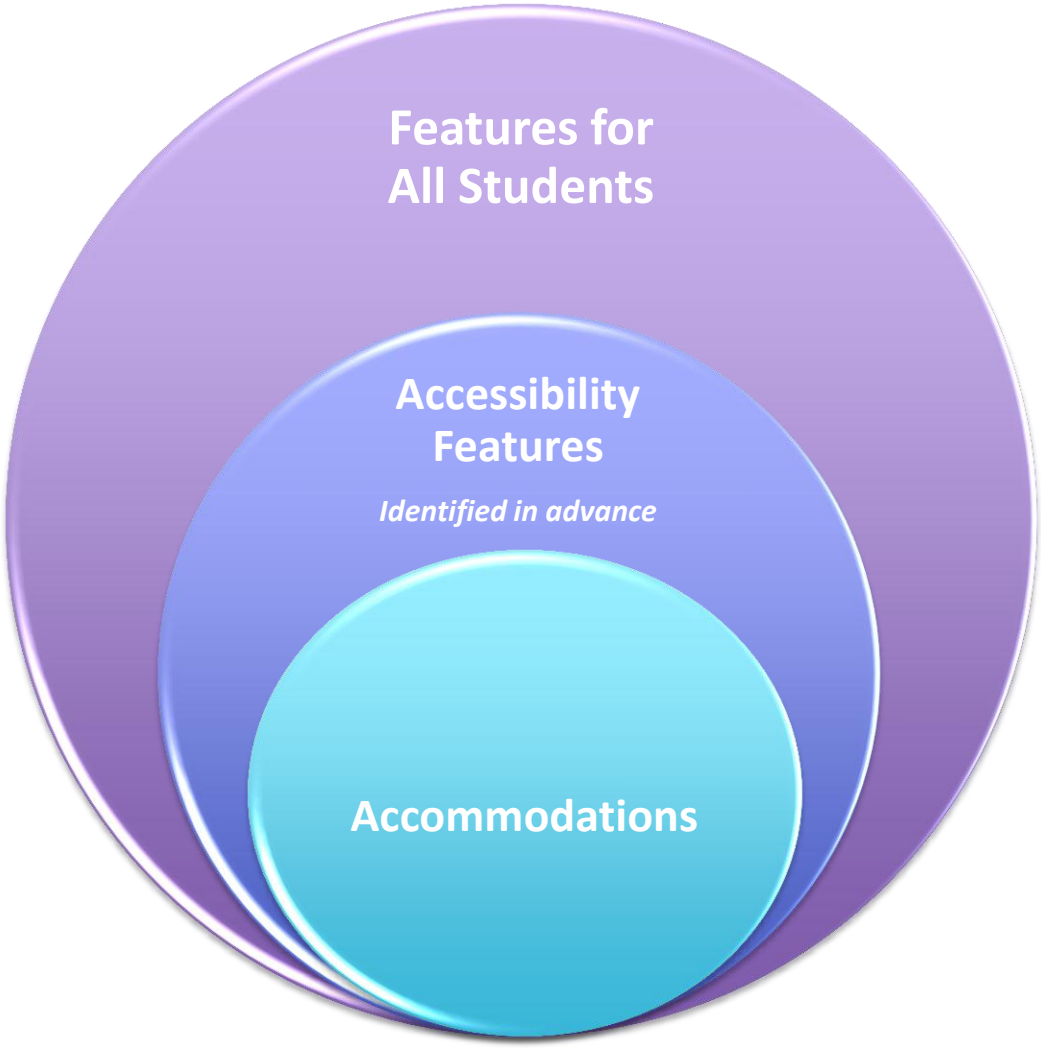
End-of-Year Assessment (EOY)

April 13, 2014 – June 5, 2015

- PARCC is timed, which means familiarity with the testing platform is especially important.
- Testing administered in several units. Each unit is 60-90 minutes depending on grade:
  - ELA: 3 PBA Units and 1 or 2 EOY Units
  - Math: 2 PBA Units and 2 EOY Units
  - http://parcconline.org/update-session-times
- Scheduling flexibility: Multiple choices for 20 days of computer based admin and 10 days for paper based admin for PBA and EOY.

PARCC ACCESSIBILITY FEATURES VERSUS PARCC ACCOMMODATIONS

PARCC Accommodations and Accessibility Features



PARCC Accessibility Features

Accessibility Features for All Students:

- Accessibility features are available to **all students**, either through the online platform, or externally-delivered by a test administrator.
- Accessibility features are provided onscreen, stored in a toolbar, or are accessible through a menu or control panel, as needed.
- During the assessment, students can choose which accessibility features they need for specific items.
  - Examples include: audio amplification, highlighting, pop-up glossary, etc.

PARCC Accessibility Features

Accessibility Features for All Students
Audio Amplification
Blank Paper *(provided by test administrator)*
Eliminate Answer Choices
Flag Items for Review
General Administration Directions Clarified *(by test administrator)*
General Administration Directions Read Aloud and Repeated *(by test administrator)*
Highlight Tool
Headphones
Magnification/Enlargement Device
NotePad
Pop-Up Glossary
Redirect Student to Test *(by test administrator)*
Spell Checker
Writing Tools

PARCC Accessibility Features

Accessibility Features for All Students

- Available to all students (i.e., not limited to students with IEPs, 504 Plans, or English learners), but will be selected and "turned on" by educators prior to the assessment, based on each student's Personal Needs Profile (PNP).
- Although educators will enable the accessibility features, the student will decide whether or not to use it. These accessibility features will be available on the computer platform.
- Examples: Color contrast, answer masking, text-to-speech for math.
- http://osse.dc.gov/service/testing-accommodations

PARCC Accessibility Features versus DC CAS Accommodations

Many DC CAS Accommodations are now accessibility features for all students.

The table below is a sample comparison of the accessibility features available for all students on the PARCC assessments and the accommodations formerly available on the DC CAS.

PARCC Accessibility Feature	DC CAS Accommodation (If Applicable)	Identified In Advance on the PNP Y/N	Policy for use on the PARCC Computer-based Assessments
Answer Masking	Markers to maintain place	Yes	The student electronically "covers" answer options, as needed.
Audio Amplification	Amplification equipment	No	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate setting if unable to wear headphones.
Background/Font Color (Color Contrast)	Not Applicable	Yes	The student changes the onscreen background and/or font color based on need or preference.*
Blank Paper (provided by test administrator)	Provided to All Students	No	The student may be provided blank sheet(s) of paper on which to plan or organize item responses.
Eliminate Answer Choice	Not Applicable	No	The student "crosses out" possible answer choices (for multiple choice items only).
Flag Items for Review	Not Applicable	No	The student highlights items to review later.
General Administration Directions Clarified (by test administrator)	Simplification of oral directions	No	The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing.
General Administration Directions Read Aloud and Repeated as Needed (by test administrator)	Repetition of Directions	No	The student clicks a button to read aloud or repeat instructions. Student must be tested in a separate setting, if unable to wear headphones.

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

Administration Considerations for All Students

School based teams (including IEP, 504 plan or ELL teams as appropriate) may determine if any student requires any of the following **test administration considerations**, regardless of the student's status as a student with a disability or English language learner:

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment, furniture, or lighting

PARCC ACCOMMODATIONS FOR ENGLISH LEARNERS

PARCC Accommodations for English Learners

- The universal design of PARCC assessments is expected to increase access for most students through the availability of a range of accessibility features for all students.
- However, some English learners may need additional accommodations during PARCC assessment administration.
- Accommodations should be considered for English learners by a group of educators familiar with the student, using the guidance provided in Section 45-*Decision-Making Process for Selecting, Using, and Evaluating Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities* of the **PARCC Accessibility Features and Accommodations Manual**.
- (http://osse.dc.gov/service/testing-accommodations)

PARCC Accommodations for English Learners

Composite English Language Proficiency (ELP) Levels Linked with PARCC Definitions

- English learners with Beginning ELP
  - English learners at the beginning level have very limited proficiency in reading and writing.
- English learners with Intermediate
  - English learners at the Intermediate level typically have developed *some* literacy in English and can benefit from a wider range of written and oral accommodations.
- English learners with Advanced ELP
  - English learners at the advanced level would be expected to have a decreased need for most accommodations.

WIDA ACCESS for ELLs ELP Levels		PARCC Definition
Level 1	Entering	Beginning
Level 2	Emerging	
Level 3	Developing	Intermediate
Level 4	Expanding	
Level 5	Bridging	Advanced
Level 6	Reaching	

PARCC Accommodations for English Learners

– **PARCC English Language Learner Accommodations:** The table below is a sample comparison of the accommodations available for English Learners on the PARCC assessments and the accommodations formerly available on the DC CAS.

PARCC Accommodation	Most likely to benefit English learners at this ELP Level	DC CAS Accommodation	DC CAS Policy	Policy for PARCC Computer-based Assessments
Extended time	Beginning Intermediate Advanced	Extended Time	Available to all students	The student uses "extended time" to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-overage will meet the students' needs. Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.
General Administration Directions Clarified in Student's Native Language (by test administrator)	Beginning Intermediate	Simplification of Oral Directions	ELP Levels 1-4 Limited to clarifying test directions, NOT test questions.	The test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language.
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	Beginning Intermediate	Oral reading of directions Repetition of directions	ELP Levels 1-4 Limited to test directions, not test questions.	The test administrator reads aloud, and repeats as needed, test directions in students' native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language.
Scribe or	Beginning	Not Applicable	Not Applicable	Student dictates responses in English to Mathematics test

PARCC Accommodations for English Learners

When selecting accommodations for English learners, consider the student's:

1. **Level of ELP on the state ELP test**
   - Beginning, Intermediate, or Advanced
2. **Literacy development in the native language**
   - Native language literacy
   - Interrupted schooling/literacy background
3. **Background factors that impact effective accommodations use**
   - Grade/age
   - Affective filter (i.e., level of student anxiety/comfort with English)
   - Time in U. S. schools

– English Learners with disabilities are entitled to accommodations listed for students with disabilities **and** accommodations listed for English Learners

– (http://osse.dc.gov/service/testing-accommodations)

PARCC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

PARCC Accommodations for Students with Disabilities

- Although the accessibility features available on the PARCC are based on universal design principles, many students with disabilities my need additional accommodations when taking the PARCC assessments.
- IEP or 504 team members are responsible for making decisions about which accommodations the student will need.
- Students should use the accommodations routinely during classroom instruction and locally-administered assessments, both before and after the test is administered.
- PARCC Accessibility Features and Manual: http://osse.dc.gov/service/testing-accommodations.

PARCC Accommodations for Students with Disabilities

- Many DC CAS accommodations can be mapped to PARCC accommodations.
- The table below is a sample comparison of allowable PARCC accommodations and the accommodations formerly available on the DC CAS.

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Braille Edition of ELA/Literacy and Mathematics Assessments **Note:** • **Hard-copy braille tests for ELA/Literacy and Mathematics** • **Refreshable braille displays for ELA/Literacy only**	Braille Materials	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Not Applicable	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.
Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages **Comprehensive Guidance is located in Appendix D of the PARCC Accessibility and Accommodations Manual**	Oral Reading of Test Questions Not Allowable on the ELA portion of DC CAS (Math, Science, Health, or Composition only)	The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text. Note: If headphones are not used, the student must be tested in a separate setting. IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level. Guidelines are provided below for IEP and 504 Teams to identify students to receive this accommodation:
ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing	Interpretation of oral directions (sign language)	The student views an embedded video of a human interpreter for test directions. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.

PARCC Accommodations for Students with Disabilities

- **Appendices A-J of the *PARCC Accessibility Features and Accommodations Manual* provide specific guidance on the following:**
  - Accessibility features and accommodations for students taking the paper-and-pencil PARCC Assessments.
  - Test Administration Protocol for the Read Aloud Accommodations for ELA/Literacy Assessments and Accessibility feature for Mathematics Assessments.
  - Protocol for the Use of the Scribe Accommodation.
  - Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for ELA/ Literacy Assessments.
  - Guidance for selecting and administering the extended time accommodation.
  - Audio and Human Reader Guidelines for the ELA/Literacy Assessments.
  - Audio and Human Reader Guidelines for the Mathematics Assessments.

Unique/Emergency Accommodations

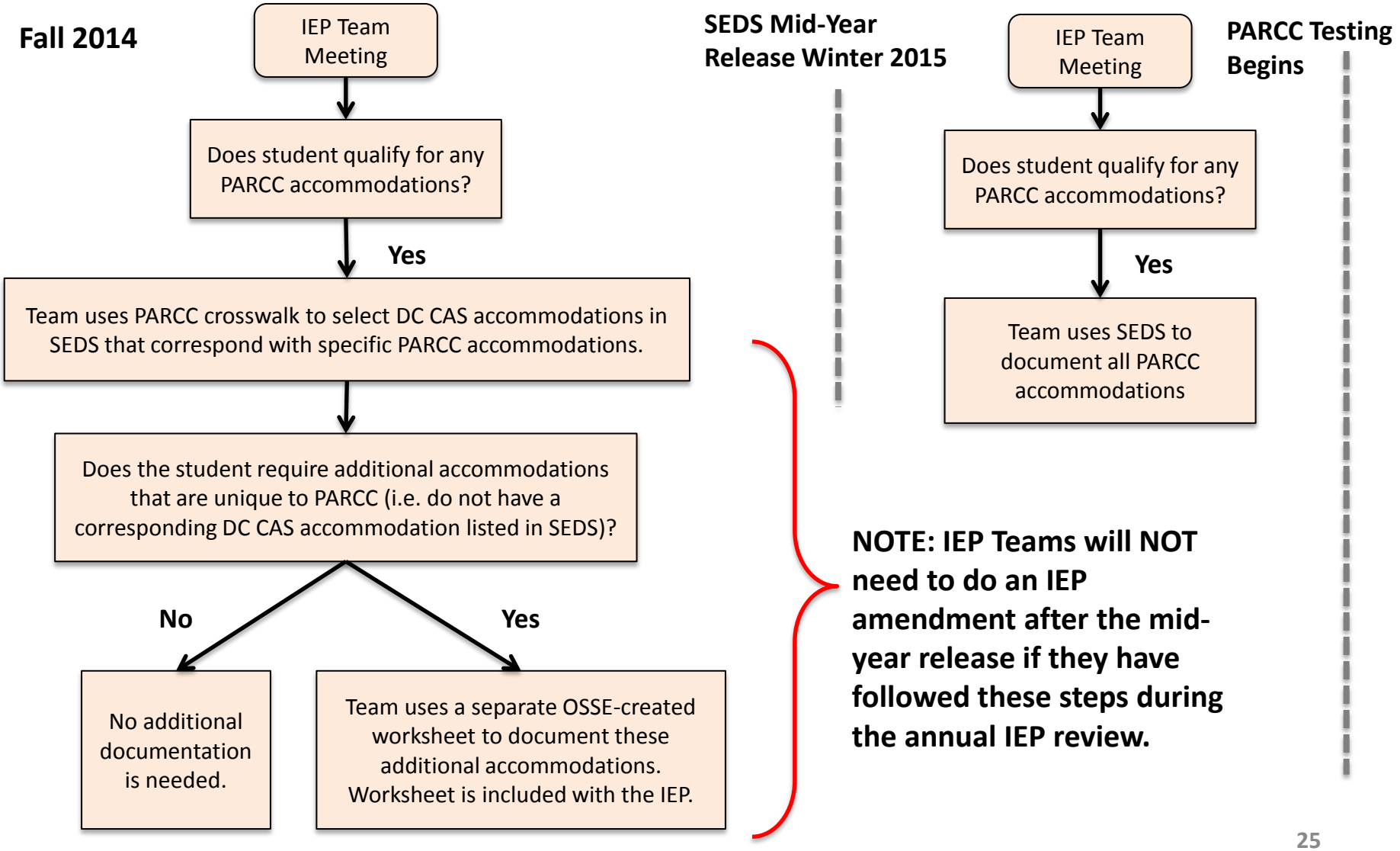
- A small number of students may require additional accommodations either because they are not listed in the PARCC manual or they do not have an IEP or 504 plan but require an accommodation as a result of a recently-occurring accident or illness.
- OSSE will review requests for unique accommodations on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student, using guidelines comparable across PARCC states.
- Unique and emergency accommodations request forms can be downloaded from: http://osse.dc.gov/service/testing-accommodations.
- Unique accommodations request must be received by the OSSE Assessment team no later than February 13, 2015.

DOCUMENTATION OF PARCC ACCOMMODATIONS IN SEDS

PARCC Accommodations in SEDS

- PARCC accommodations will be built into the SEDS system as part of the SEDS mid-year release (January 2015)
- Until then, IEP teams will use crosswalks that map PARCC accommodations to preexisting DC CAS accommodations in SEDS
  - Some PARCC accommodations do not have a corresponding DC CAS equivalent and will be documented separately on an OSSE-provided worksheet
    - Example: closed-captioning of multimedia passages
    - Example: paper-and-pencil edition of the assessment

PARCC Accommodations in SEDS



PARCC Accommodations in SEDS

Three important documents will guide IEP Teams in selecting appropriate PARCC accommodations for each student:

- **PARCC Accessibility Features versus DC CAS Accommodations:** Crosswalk of PARCC accessibility features to existing DC CAS accommodations. This crosswalk is a reference guide.
- **PARCC Accommodations for Students with Disabilities:** Crosswalk of PARCC accommodations to existing DC CAS accommodations. This cross walk is a reference guide.
- **PARCC Accommodations Worksheet:** This form will be used by IEP teams to document specific accommodations unique to the PARCC assessment.
    - This form must be uploaded into a student's record in SEDS, as either part of an annual IEP review or as an IEP amendment.

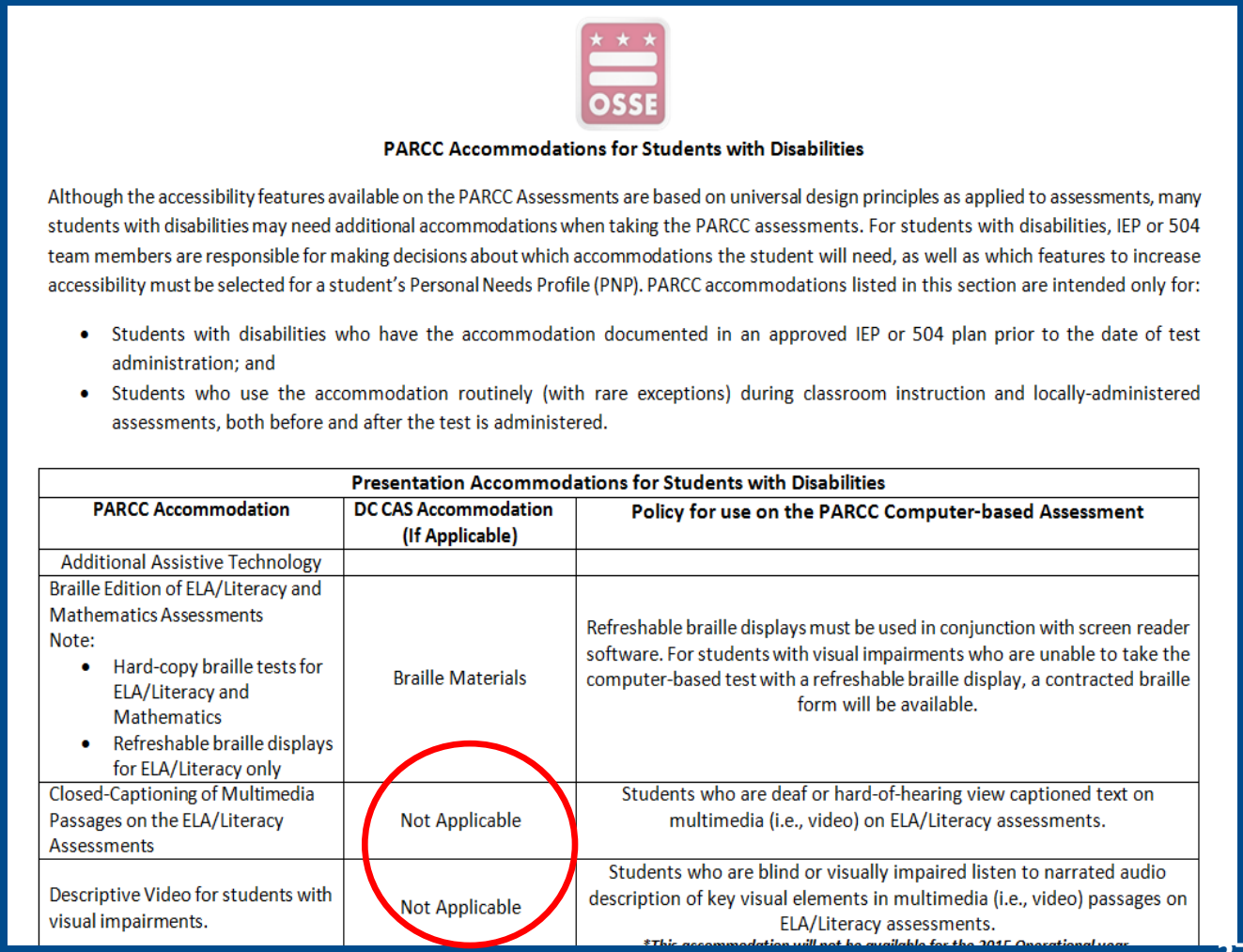
All documents are located at: http://osse.dc.gov/service/testing-accommodations

Crosswalk of PARCC Accommodations to Existing DC CAS Accommodations

- Unlike PARCC accessibility features, PARCC accommodations must be documented on the IEP.

IEP teams should use this 9-page document as a guide to select appropriate DC CAS accommodations in SEDS that equate to specific PARCC accommodations.

A separate worksheet exists for PARCC accommodations that do not have a DC CAS equivalent.



OSSE

PARCC Accommodations for Students with Disabilities

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student's Personal Needs Profile (PNP). PARCC accommodations listed in this section are intended only for:

- Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and
- Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments, both before and after the test is administered.

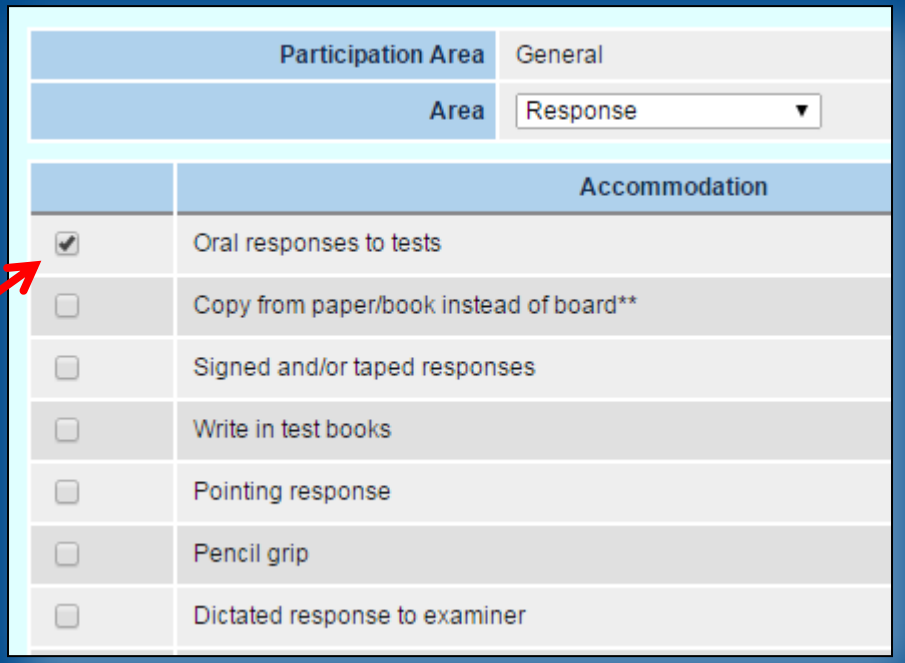
Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	**DC CAS Accommodation (If Applicable)**	**Policy for use on the PARCC Computer-based Assessment**
Additional Assistive Technology		
Braille Edition of ELA/Literacy and Mathematics Assessments Note: • Hard-copy braille tests for ELA/Literacy and Mathematics • Refreshable braille displays for ELA/Literacy only	Braille Materials	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Not Applicable	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.
Descriptive Video for students with visual impairments.	Not Applicable	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments. *This accommodation will not be available for the 2015 Operational year.

Example of Using the PARCC Accommodations Crosswalk

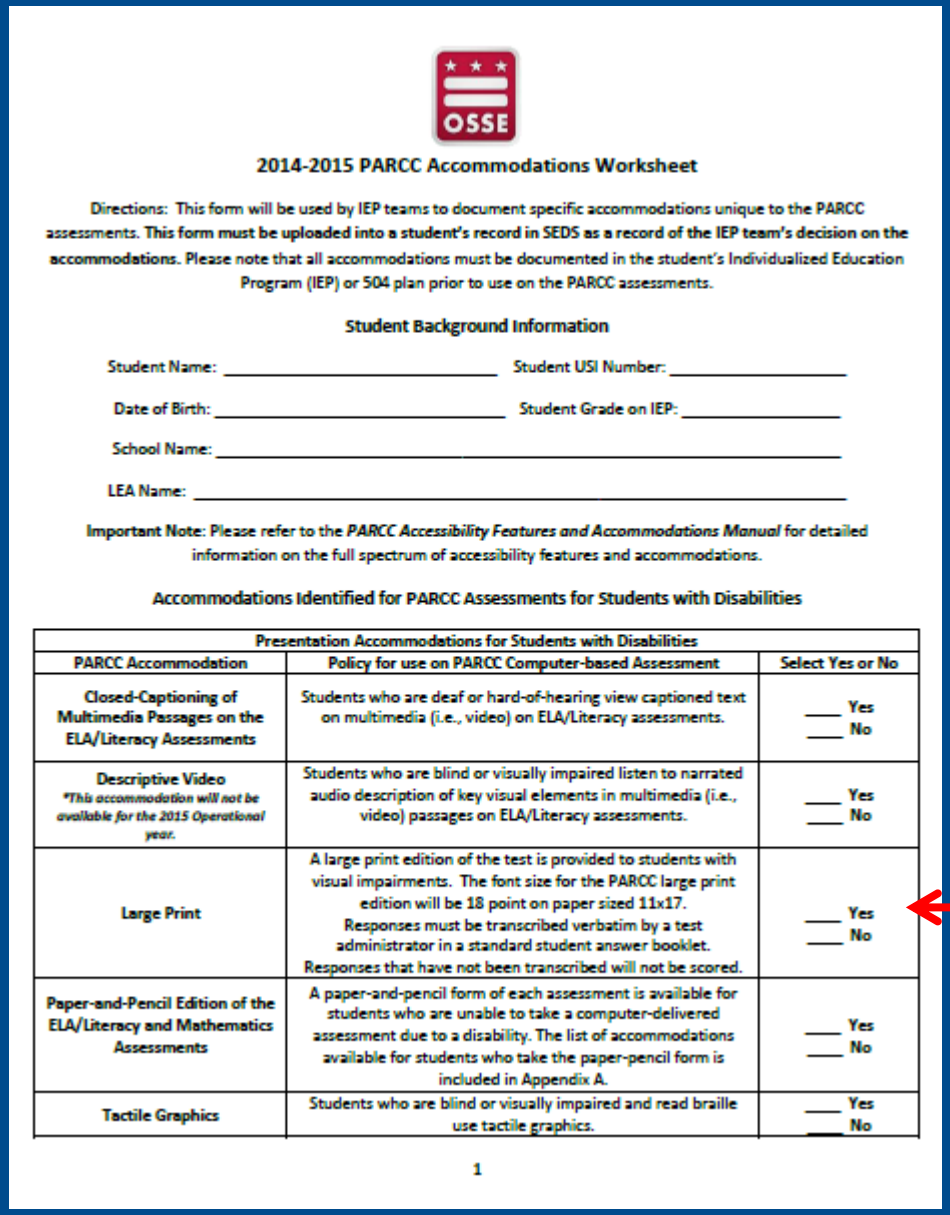
Response Accommodations for Students with Disabilities		
PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments	Oral Response to test Pointing Response	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. Student's responses must be transcribed exactly as dictated/signed.
Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments	Oral Response to test	The student dictates responses either verbally, using a speech-to-text device, augmentative/ assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who

STEP ONE: IEP Team decides the student qualifies for the PARCC accommodation of Scribing or Speech-to-Text.

STEP TWO: IEP Team selects the corresponding DC CAS accommodation found in SEDS.



New OSSE PARCC Accommodations Worksheet



2014-2015 PARCC Accommodations Worksheet

Directions: This form will be used by IEP teams to document specific accommodations unique to the PARCC assessments. **This form must be uploaded into a student's record in SEDS as a record of the IEP team's decision on the accommodations.** Please note that all accommodations must be documented in the student's Individualized Education Program (IEP) or 504 plan prior to use on the PARCC assessments.

Student Background Information

Student Name: _____ Student USI Number: _____

Date of Birth: _____ Student Grade on IEP: _____

School Name: _____

LEA Name: _____

Important Note: Please refer to the ***PARCC Accessibility Features and Accommodations Manual*** for detailed information on the full spectrum of accessibility features and accommodations.

Accommodations Identified for PARCC Assessments for Students with Disabilities

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	**Policy for use on PARCC Computer-based Assessment**	**Select Yes or No**
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.	___ Yes ___ No
Descriptive Video **This accommodation will not be available for the 2015 Operational year.*	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments.	___ Yes ___ No
Large Print	A large print edition of the test is provided to students with visual impairments. The font size for the PARCC large print edition will be 18 point on paper sized 11x17. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.	___ Yes ___ No
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments	A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form is included in Appendix A.	___ Yes ___ No
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	___ Yes ___ No

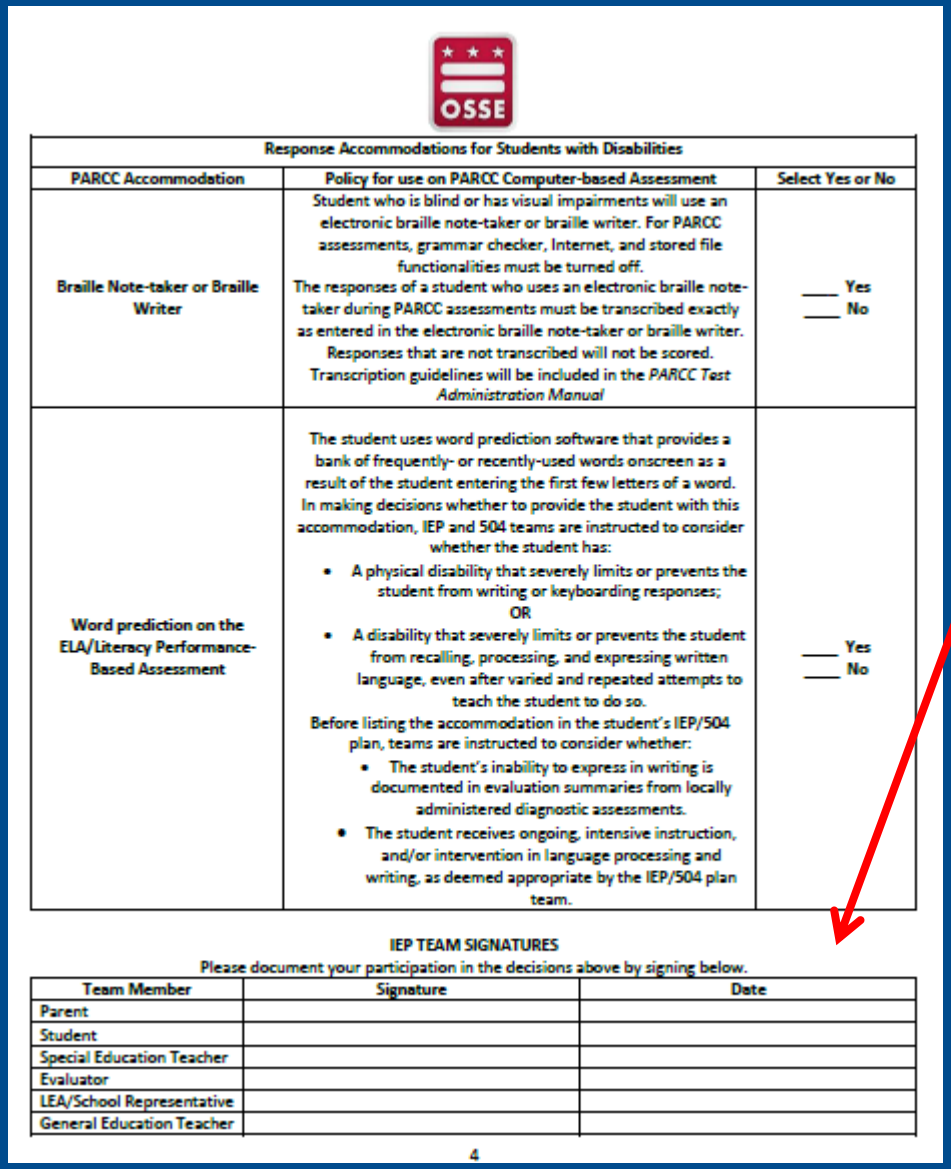
1

This worksheet contains 9 new accommodations unique to PARCC. The rationale for each accommodation is listed in the second column.

IEP Teams can learn more about each accommodation by referencing the PARCC Accommodations Manual.

IEP Teams indicate which accommodations are appropriate for the student by selecting 'Yes' or 'No.'

New OSSE PARCC Accommodations Worksheet



Response Accommodations for Students with Disabilities		
PARCC Accommodation	**Policy for use on PARCC Computer-based Assessment**	**Select Yes or No**
Braille Note-taker or Braille Writer	Student who is blind or has visual impairments will use an electronic braille note-taker or braille writer. For PARCC assessments, grammar checker, Internet, and stored file functionalities must be turned off. The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker or braille writer. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the *PARCC Test Administration Manual*	____ Yes ____ No
Word prediction on the ELA/Literacy Performance-Based Assessment	The student uses word prediction software that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word. In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has: • A physical disability that severely limits or prevents the student from writing or keyboarding responses; OR • A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments. • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.	____ Yes ____ No

IEP TEAM SIGNATURES

Please document your participation in the decisions above by signing below.

Team Member	Signature	Date
Parent		
Student		
Special Education Teacher		
Evaluator		
LEA/School Representative		
General Education Teacher		

4

The last page of the worksheet contains a signature box.

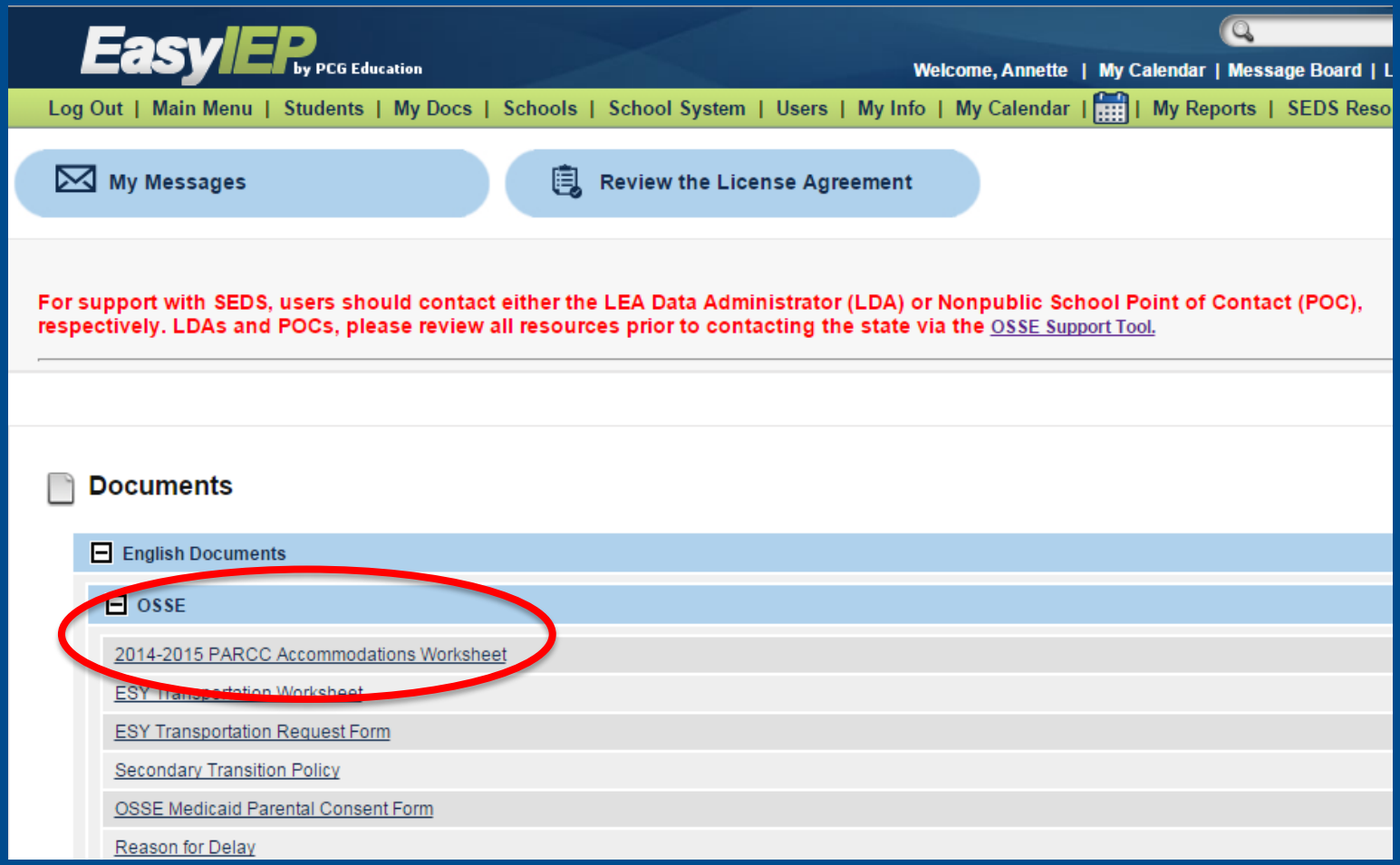
All mandatory IEP Team members must sign it.

If used during the annual IEP meeting, this form should be uploaded behind the newly created IEP in SEDS.

If these accommodations were added to the IEP later, then this document should be uploaded behind the Standard IEP Amendment Request Form in SEDS.

Location of Worksheet

The PARCC Accommodations Worksheet is located on the Main Menu page of the SEDS website under the English Documents and OSSE tabs.



PARCC Accommodations in SEDS

What if a student's annual IEP review was held prior to the availability of the new PARCC Accommodations Worksheet?

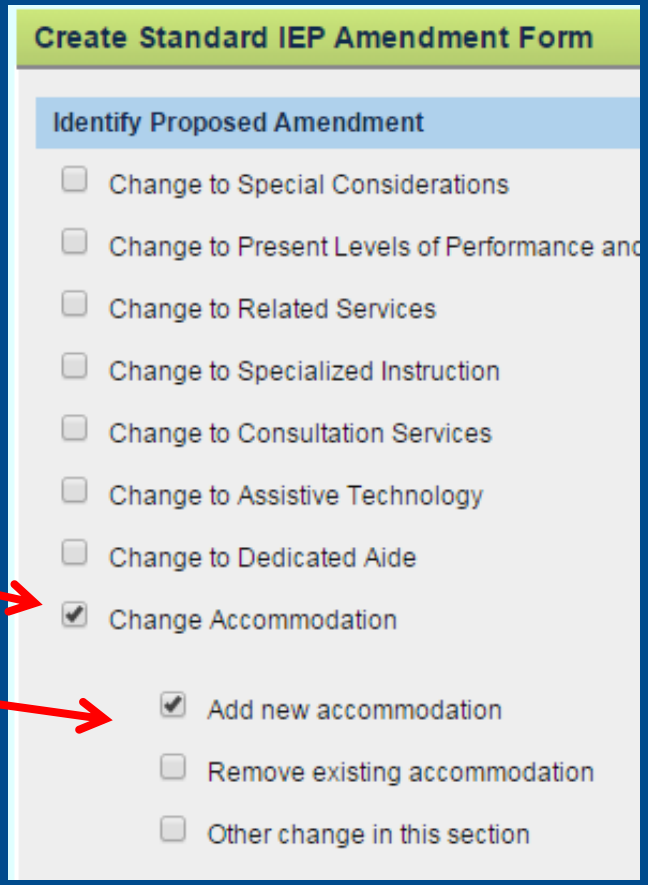
- For students who will not have another annual IEP meeting before the Spring 2015 PARCC Assessment, the IEP team must consider if the currently selected DC CAS accommodations are sufficient (according to the PARCC Accommodations Crosswalk) or if the student requires additional accommodations unique to PARCC.
- If accommodations unique to PARCC are required, the IEP team must amend the IEP to include the PARCC Accommodations Worksheet.
  - This IEP amendment can be done without holding a meeting by using the documented written agreement modality.

IEP Amendment Documentation

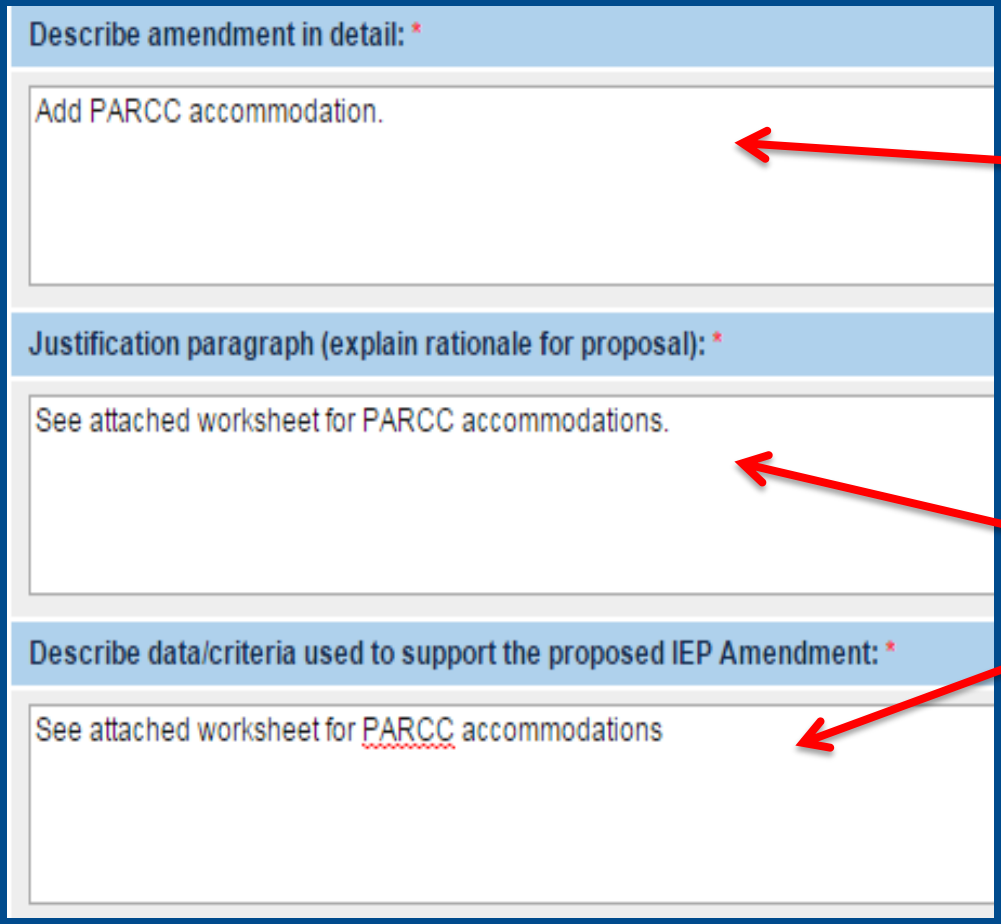
The first step to creating an IEP amendment is denoting who made the request (parent or LEA) and the date and mode of request.

Then select the type of change that is proposed and:

- Choose 'Change Accommodation'
- Then choose 'Add new accommodation'



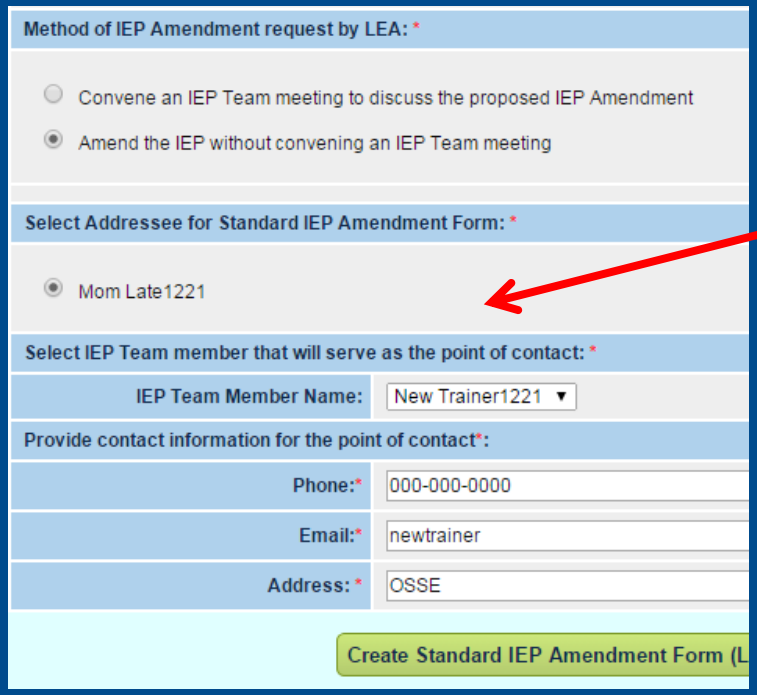
IEP Amendment Documentation



For the description of the amendment write: “Add PARCC accommodation.”

For the justification paragraph and the data/criteria text fields, simply reference the uploaded PARCC Accommodations Worksheet.

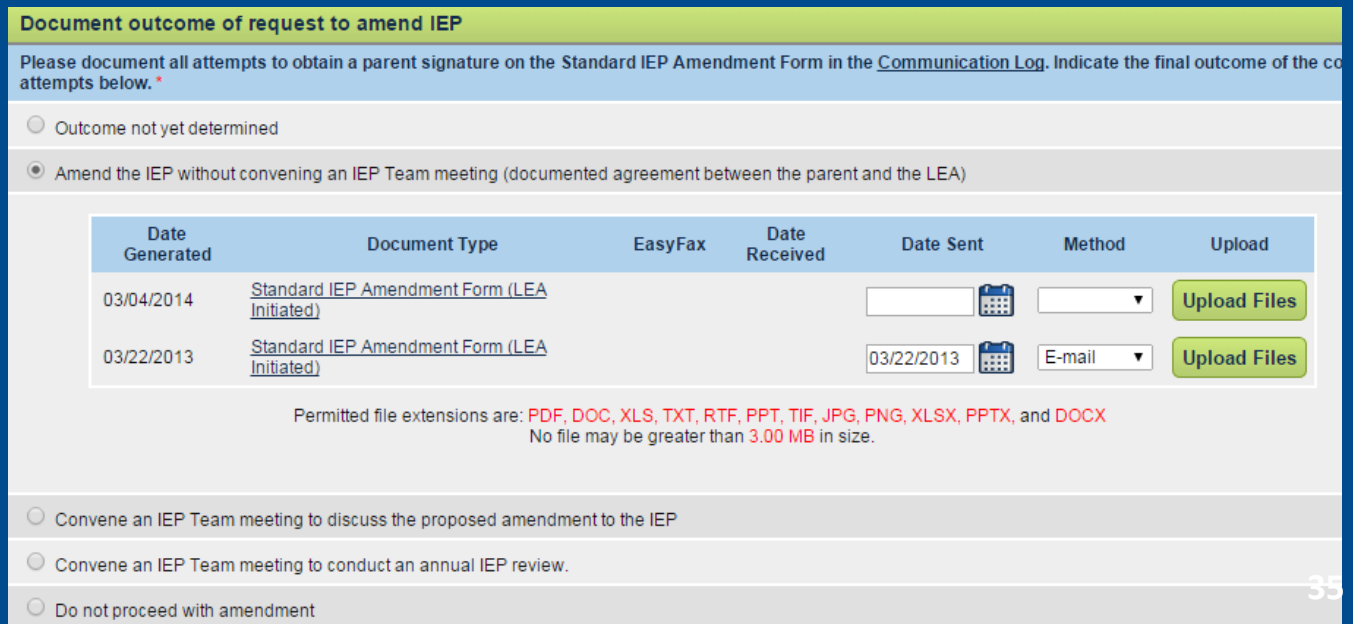
IEP Amendment Documentation



If the IEP Team chooses to request an amendment without convening an IEP Team meeting, then they must obtain parental consent to use this method.

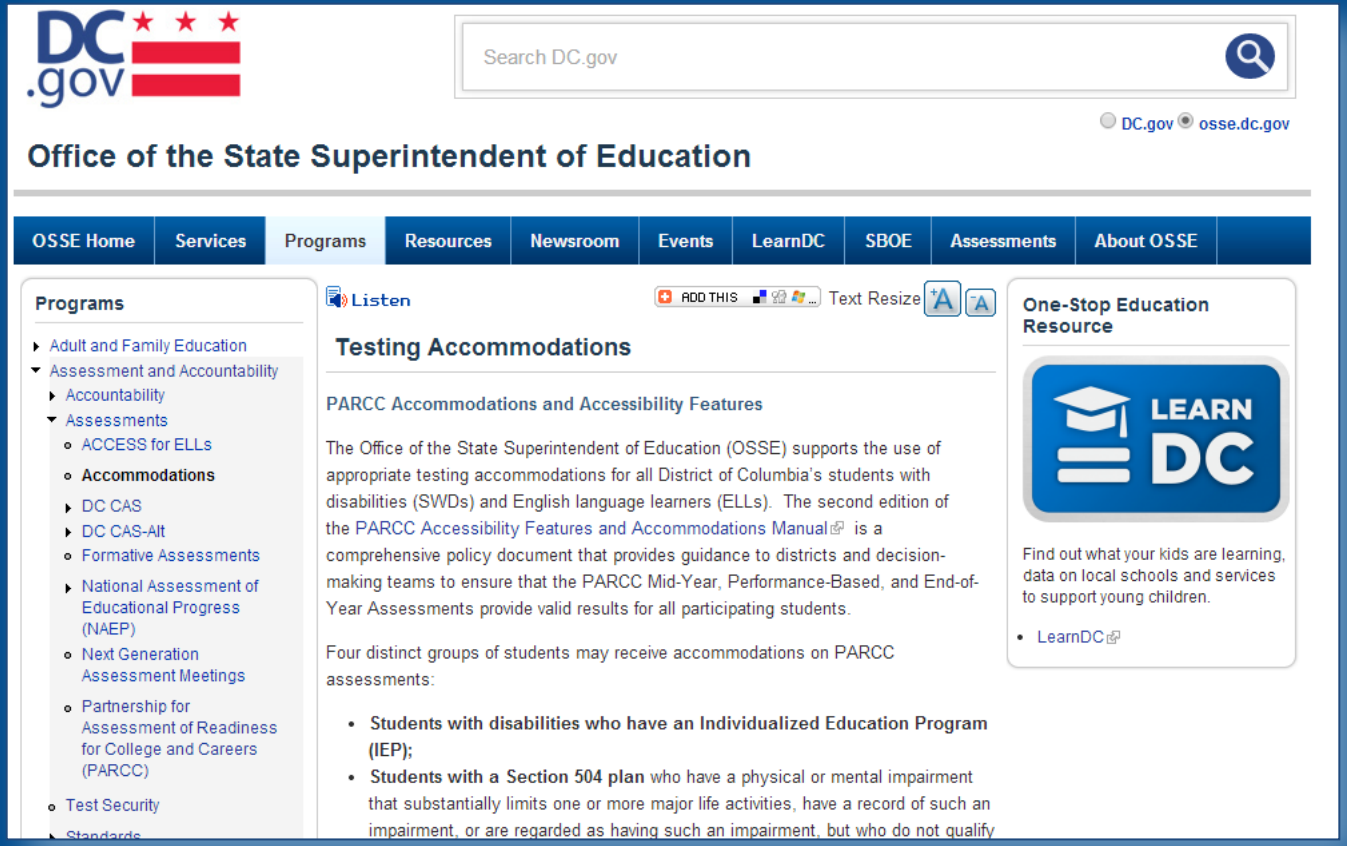
If a parent refuses or is nonresponsive to this request for consent, by default the LEA must convene an IEP Team meeting for the purpose of considering the proposed amendment.

Document the parent's response to the Team's request to amend the IEP using a written agreement.

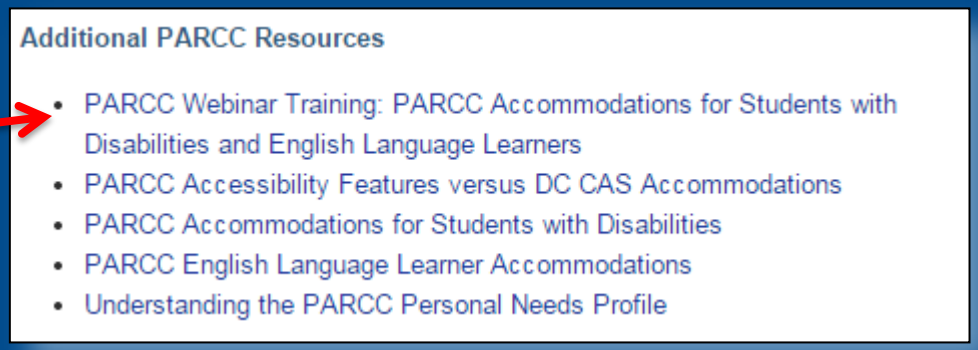


Resources for PARCC Testing Accommodations

All documents are located at: **http://osse.dc.gov/service/testing-accommodations**



A recording of today's webinar will be posted on this page under "Additional PARCC Resources."



Upcoming PARCC Trainings

- PARCC Accommodations Webinar Part 2
  - December 3, 2014, 1:00—2:00pm
    - Orientation on finalized PARCC Accessibility Features and Accommodations Manual
    - PARCC Text-to-Speech accommodation (read aloud policy)
    - Paper-based PARCC assessments
    - Additional information about PARCC accommodations
- November—December 2014
  - Additional PARCC trainings on topics such as:
    - PARCC 101
    - PARCC Readiness for Administrators
    - PARCC Personal Needs Profiles (PNP)
- Registration information will be posted in the LEA Look Forward as dates become available.

Contacts

- Contact: OSSE.assessments@dc.gov for questions about:
  - PARCC administration and technology
  - PARCC webinars and professional development
  - Common Core State Standards professional development
  - Information about the Educator Leader Cadre
- For questions on PARCC accommodations contact Michelle Blakey-Tuggle michelle.blakey-tuggle@dc.gov.
- For questions about PARCC accommodations in SEDS Contact your LEA's Special Education Point of Contact (LEA SE POC), who can submit questions via the OSSE Support Tool.