

# **Selecting and Implementing Accessibility Features and Accommodations for Students with Disabilities on PARCC**

OSSE Webinar

March 2015

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## Objectives for this Webinar

By the end of this session, participants will be able to...

- 1 Select appropriate accommodations for students with disabilities.
- 2 Consider the appropriate factors when faced with a range of possible implementation scenarios.

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# Agenda



## **Administrative Considerations for All Students**

Accessibility Features

Accommodations

Decision-Making Process for Selecting, Using, and  
Evaluating Accessibility Features and  
Accommodations

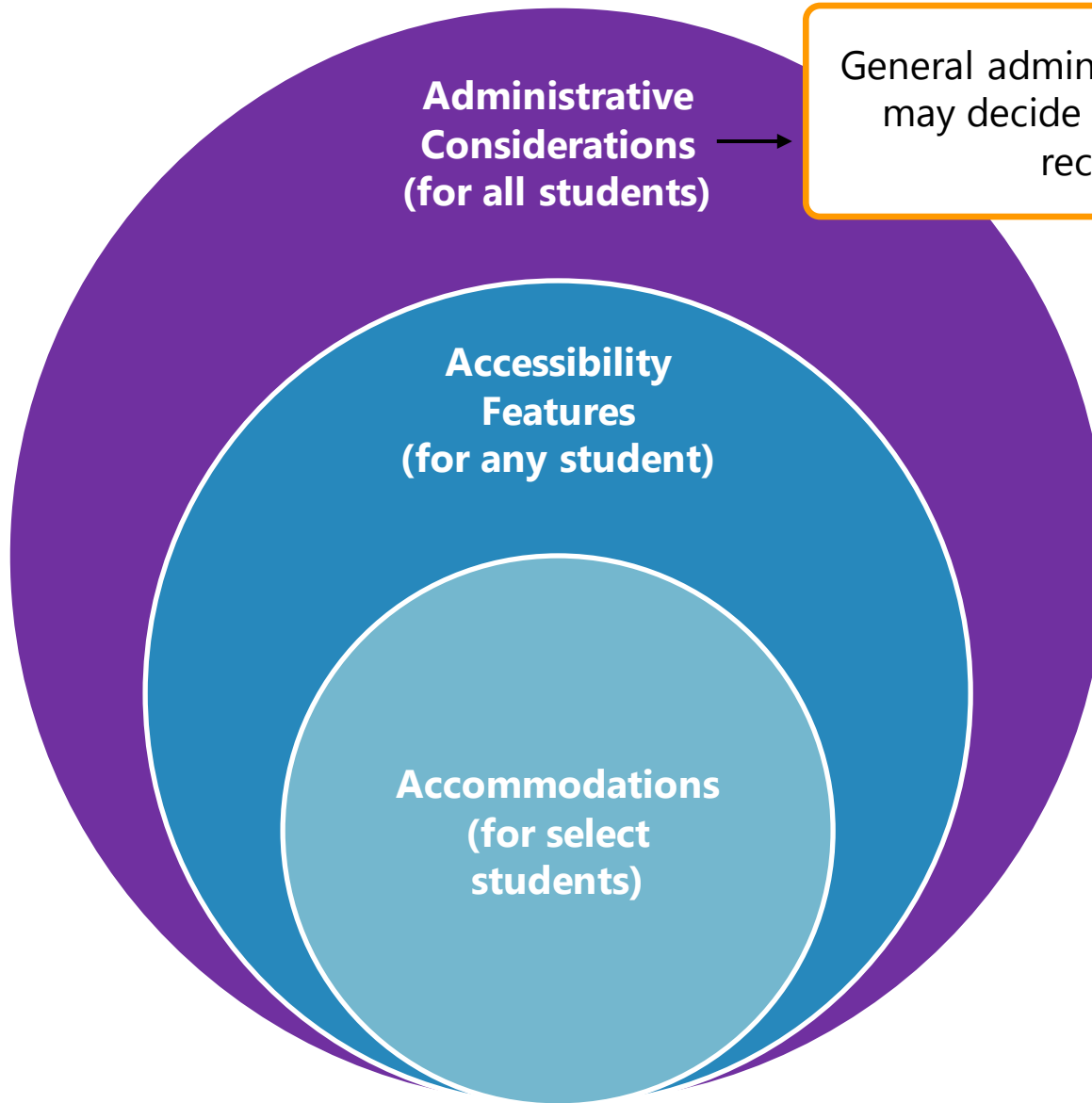
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## Participation Guidelines for PARCC Assessments



**All students**, including students with disabilities and English learners, are required to participate in statewide assessments and have their assessment results be part of the state's accountability systems

# Administrative Considerations



General administrative considerations that schools may decide for **all students** and that must be recorded in students' PNPs.



Testing locations



Test scheduling



Considerations available to **all** students :

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



Administrative considerations should be entered into the PNP in order to preserve a formal record of the testing environment.

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# Agenda

Administrative Considerations for All Students

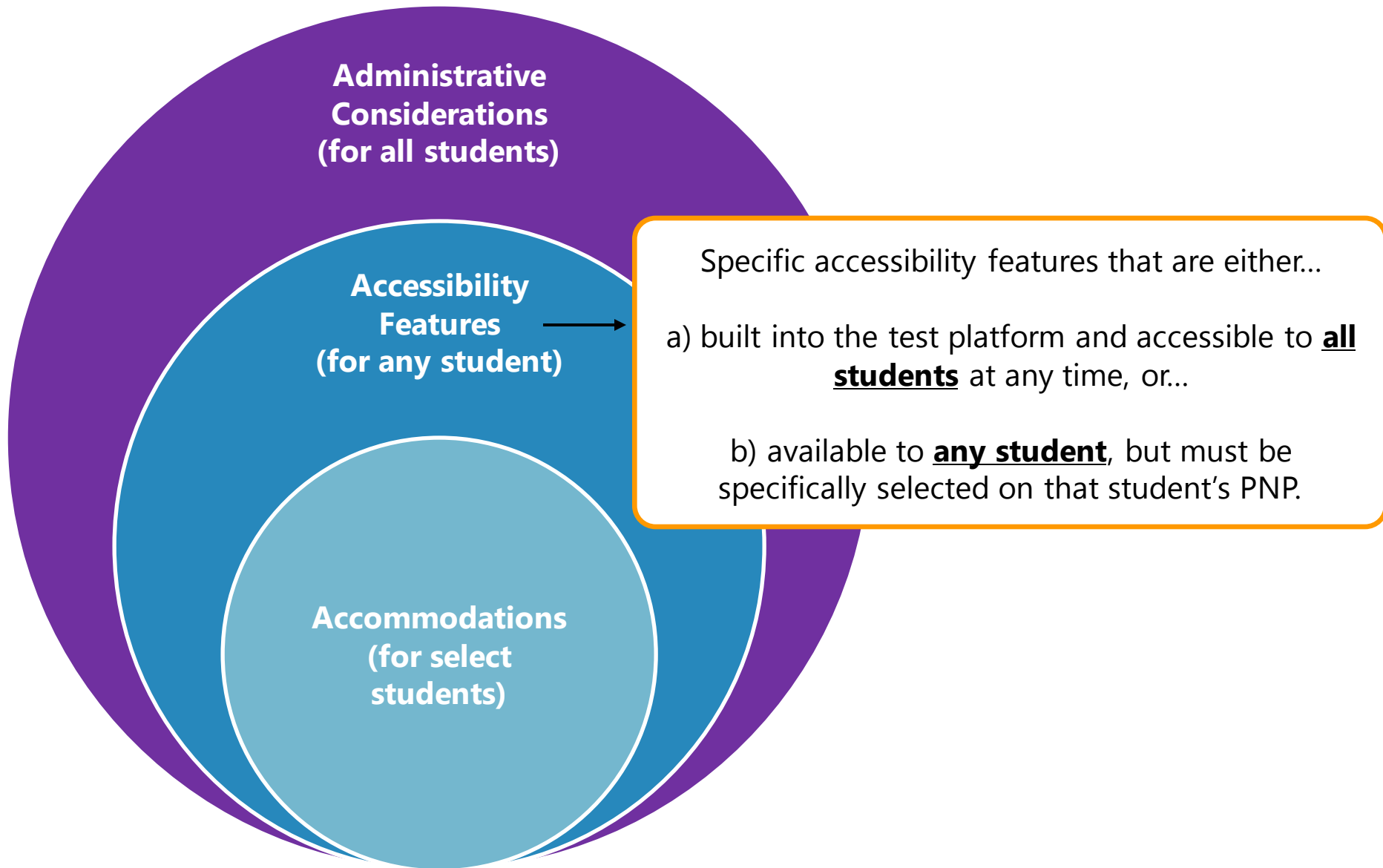


## **Accessibility Features**





Accommodations

Decision-Making Process for Selecting, Using, and  
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# Accessibility Features





-  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.**
-  Since the accessibility features are intended for all students, they are not classified as accommodations by PARCC but if they are in an IEP they must be treated as accommodations.
-  Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them.

# PARCC Accessibility Features and Corresponding Names in SEDS (1 of 2)

PARCC Accessibility Feature	Name in SEDS	Identify in advance on PNP?
1a Answer Masking	Markers to Maintain Place or Mask Answer*	Yes
1b Audio Amplification	Amplification Equipment*	No
1c Color Contrast (Background/Font Color)	<i>No option in SEDS; Record on PNP only</i>	Yes
1d Blank Paper (provided by test administrator)	<i>No option in SEDS</i>	No
1e Eliminate Answer Choice	<i>No option in SEDS</i>	No
1f Flag Items for Review	<i>No option in SEDS</i>	No
1g General Administration Directions Clarified (by test administrator)	Simplification of Oral Directions*	No
1h General Administration Directions Read Aloud and Repeated as Needed (by test administrator)	Repetition of Directions*	No
1i Highlight Tool	<i>No option in SEDS</i>	No

\*Located under "Presentation" in SEDS

# PARCC Accessibility Features and Corresponding Names in SEDS (2 of 2)

PARCC Accessibility Feature	Name in SEDS	Identify in advance on PNP?
1j Headphones or Noise Buffers	Noise Buffer or Headphones*	No
1k Line Reader Tool	<i>No option in SEDS</i>	No
1l Magnification/ Enlargement Device	<i>No option in SEDS</i>	No
1m NotePad	<i>No option in SEDS</i>	No
1n Pop-up Glossary	<i>No option in SEDS</i>	No
1o Redirect Student to the Test (by test administrator)	<i>No option in SEDS</i>	No
1p External Spell Check Device	<i>No option in SEDS</i>	No
1q Text-to-Speech for the Mathematics Assessments	Reading of Test Questions* (math, science, and composition only)	Yes
1r Human Reader or Human Signer for the Mathematics Assessments	Reading of Test Questions* (math, science, and composition only)	Yes
1s Writing Tools	<i>No option in SEDS</i>	No

\*Located under "Presentation" in SEDS



### Situation

*A school learns about the wide range of PARCC accessibility features and wants to offer as many features as possible to all students to maximize their opportunity to perform well on the assessment. The school is considering activating all available accessibility features for all students.*



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### Recommended Practice(s)

- **Do** consider individual student needs
- **Only** implement features that students have been exposed to and have practiced using.
- **Don't** overwhelm students with too many features.



### Situation

*A school is attempting to understand the difference between "embedded features" and other "accessibility features?" Which accessibility features are required to be specifically indicated on the PNP and which are already built in to the system?*



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*A school is attempting to understand the difference between "embedded features" and other "accessibility features?" Which accessibility features are required to be specifically indicated on the PNP and which are already built in to the system?*

#### Recommended Practice(s)

- 19 separate accessibility features are available to all students.
- Of these 19 features, 15 are readily available for students use, and do not need to be identified in advance.
- The other 4 accessibility features specifically need to be selected on the PNP
- However, students should **only** be encouraged to use features that they have been exposed to and have practiced using.

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# Agenda

Administrative Considerations for All Students

Accessibility Features

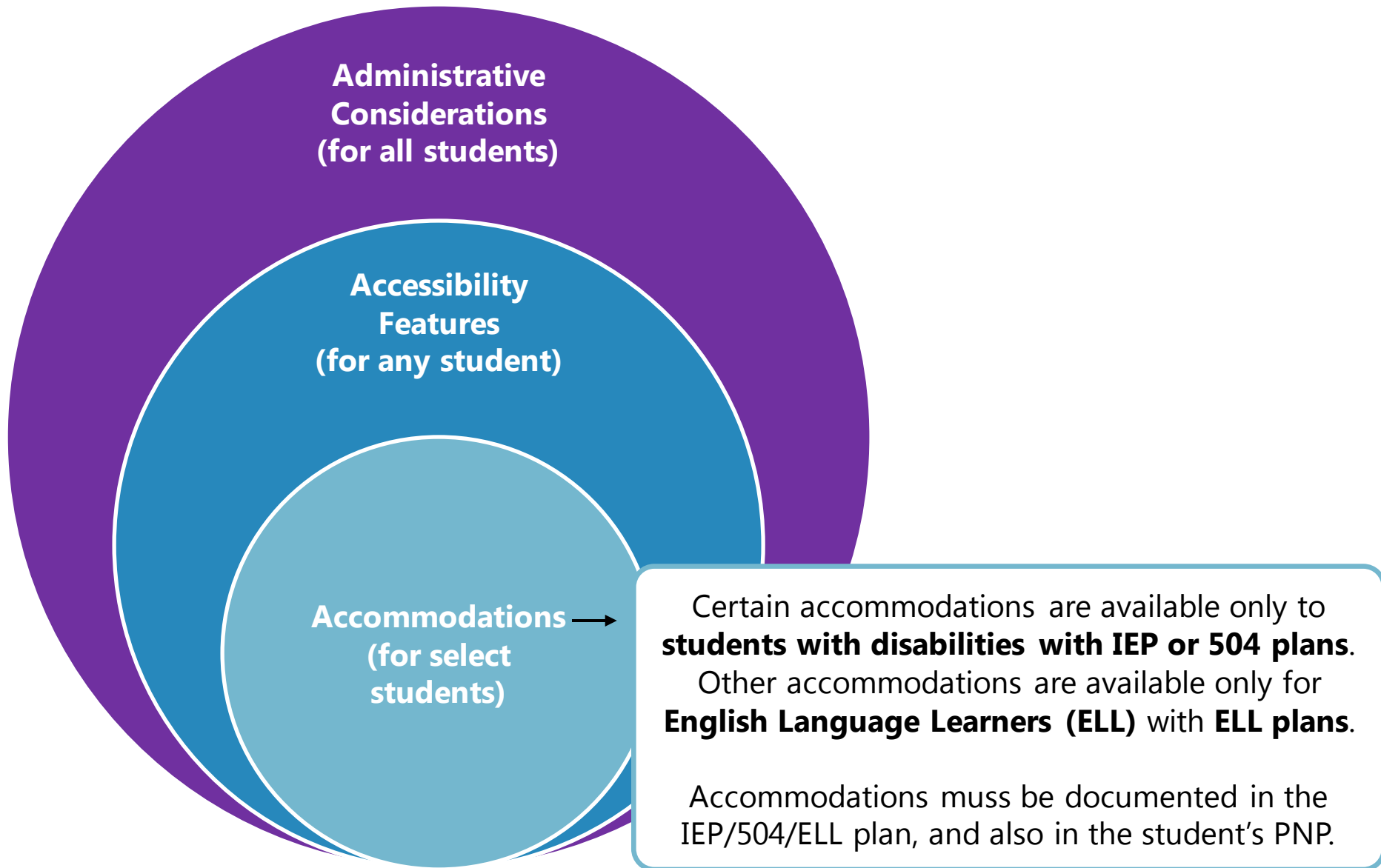


**Accommodations**

Decision-Making Process for Selecting, Using, and  
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Accommodations



# Accommodations

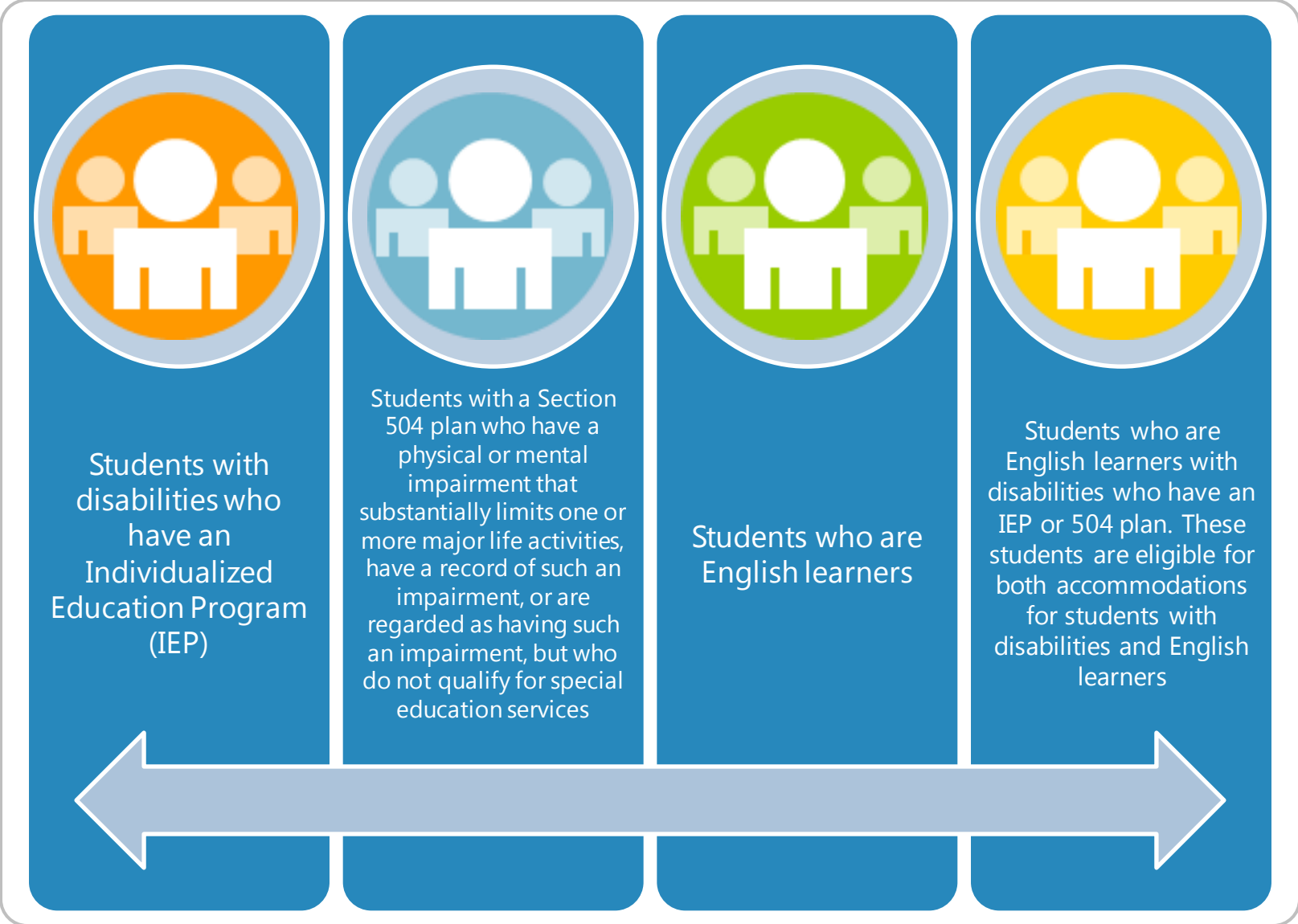




To the extent possible, accommodations should:

- provide equitable access during instruction and assessments;
- mitigate the effects of a student's disability and/or English language proficiency;
- not reduce learning or performance expectations;
- not change the construct being assessed; and
- not compromise the integrity or validity of the assessment.

# Four distinct groups of students may receive accommodations on PARCC assessments.



- Should enable full and fair participation.
- Should be based on individual student needs.
- Should be based on a **documented** need.
- Should be described and documented in the student's appropriate plan (i.e., either the IEP or 504 plan).
- Should **not** be introduced for the first time during testing.
- Should be monitored for effectiveness.
- Should also be used on local district assessments and state assessments.

Type	Definition
<b>Presentation Accommodations</b>	Alter the method or format used to administer a PARCC assessment to a student, by changing either the auditory, tactile, visual, and/or a combination of these characteristics.
<b>Response Accommodations</b>	Allow students to use an alternative method for providing responses to test items, such as through dictating to a scribe or using an assistive device.
<b>Timing and Scheduling Accommodations*</b>	Change the allowable length of time in which a student may complete the test.

\*Reminder: A single test unit for PARCC cannot exceed one school day.

# PARCC Presentation Accommodations and Corresponding Names in SEDS (1 of 2)

PARCC <b>Presentation</b> Accommodation Name	Name in SEDS*
2a Assistive Technology	<i>IEP teams document use of assistive tech in a separate IEP section, thus it is not listed as an accommodation.</i>
2b Screen Reader Version for Mathematics	Screen Reader Version for ELA/Literacy and Mathematics Assessments**
2c Refreshable Braille Display with Screen Reader Version for ELA/Literacy	Refreshable Braille Display with Screen Reader Version for ELA/Literacy Assessments
2d Hard Copy Braille Edition	Hard-Copy Braille Edition of ELA/Literacy and Mathematics Assessment
2e Tactile Graphics	Tactile Graphics for Visually Impaired Students**
2f Large Print Edition	Large Print
2g Paper-Based Edition	Paper-and-Pencil Assessments
2h Closed-Captioning of Multimedia on the ELA/Literacy Assessments	Closed-Captioning of Multimedia on the ELA/Literacy Assessments
2i Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages	Text-to-Speech for the ELA/Literacy Assessments**

\*These accommodations are located in "Presentation" in SEDS.

\*\*This accommodation is intended for a small number of students, see manual for policy.

# PARCC Presentation Accommodations and Corresponding Names in SEDS (2 of 2)

PARCC <b>Presentation</b> Accommodation Name	Name in SEDS*
2j Screen Reader Version for ELA/Literacy, including items, response options, and Passages	Screen Reader Version for ELA/Literacy and Mathematics Assessments**
2k ASL Video for the ELA/Literacy Assessments, including items, response options, and Passages	ASL Video for the ELA/Literacy Assessment
2l Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and Passages	Human Reader/Human Signer for the ELA/Literacy Assessments**
2m ASL Video for the Mathematics Assessments	ASL Video for the Mathematics Assessments
2n Human Signer for Test Directions	Human Signer for Test Directions OR ASL Video of Test Directions
2o Student Reads Assessment Aloud to Themselves	Students Read Assessment Aloud to Themselves

\*These accommodations are located in "Presentation" in SEDS.

\*\*This accommodation is intended for a small number of students, see manual for policy.

# PARCC Response Accommodations and Corresponding Names in SEDS (1 of 2)

PARCC <b>Response</b> Accommodation Name	Name in SEDS*
3a Assistive Technology	<i>IEP teams document use of assistive tech in a separate IEP section, thus it is not listed as an accommodation.</i>
3b Braille Note-taker	Braille Note-taker
3c Braille Writer	Braille Writer
3d Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments)	Calculation Device and Mathematics Tools on Calculator Sections of Mathematics Assessments
3e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)	Calculation Device and Mathematics Tools on Non-Calculator Sections of Mathematics Assessments**
3f ELA/Literacy Selected Response Speech-to-Text	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments**
3g ELA/Literacy Selected Response Human Scribe	
3h ELA/Literacy Selected Response Human Signer	
3i ELA/Literacy Selected Response External Assistive Technology Device	

\*These accommodations are located in "Response" in SEDS.

\*\*This accommodation is intended for a small number of students, see manual for policy.



# PARCC Response Accommodations and Corresponding Names in SEDS (2 of 2)

PARCC Response Accommodation Name	Name in SEDS*
3j Mathematics Response Speech-to-Text	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on Mathematics Assessments* AND/OR Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on Mathematics Assessments* (both options are in SEDS, but PARCC collapses into one)**
3k Mathematics Response Human Scribe	
3l Mathematics Response Human Signer	
3m Mathematics Response Assistive Technology Device	
3n ELA/Literacy Constructed Response Speech-to-Text	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments**
3o ELA/Literacy Constructed Response Human Scribe	
3p ELA/Literacy Constructed Response Human Signer	
3q ELA/Literacy Constructed Response Assistive Technology Device	
3r Word Prediction External Device	
	Word Prediction External Device**

\*These accommodations are located in "Response" in SEDS.

\*\*This accommodation is intended for a small number of students, see manual for policy.

# PARCC Timing and Scheduling Accommodations and Corresponding Names in SEDS

PARCC Timing and Scheduling Accommodation Name	Name in SEDS*
4a Extended Time	Extended Time
	Extended Time on Test Units
<i>NOTE: NOT permissible on PARCC</i>	Test administered over several days

\*These accommodations are located in "Timing and Scheduling" in SEDS.



### Situation

*A school is concerned about providing accessibility features to students with disabilities who don't have those features identified in their IEP. Does the school need to revise the IEP to include the accessibility features?*



### Situation

### Recommended Practice(s)

*A school is concerned about providing accessibility features to students with disabilities who don't have those features identified in their IEP. Does the school need to revise the IEP to include the accessibility features?*

- Remember that PARCC accessibility features are available to all students – those with disabilities and those without.
- Documentation ensures accommodation on ALL assessments. If not needed elsewhere, an accessibility feature can simply be implemented on PARCC and not written into an IEP.
- If an accommodation is listed in a student's IEP, that accommodation must be provided either as an accommodation or as an accessibility feature.



### Situation

*A school plans to administer the **extended time accommodation** to qualifying students (those whose IEP indicates this accommodation) and wants to ensure that it sets up these students for success by maximizing the time available to take the test. **What do they need to know to implement this accommodation correctly?***



### Situation

*A school plans to administer the **extended time accommodation** to qualifying students (those whose IEP indicates this accommodation) and wants to ensure that it sets up these students for success by maximizing the time available to take the test. **What do they need to know to do this correctly?***

### Recommended Practice(s)

- Above all, plan to **administer each test section within a single school day.**
- Please refer to Appendix E in the PARCC manual for more information on administering the extended time accommodation.

# Selecting and Implementing the “Read Aloud” Accommodation

## CASE STUDY #5



### Situation

*A school is wondering when and how to implement the **Read Aloud accommodation**. Which students are eligible?*



### Situation

### Recommended Practice(s)

*A school is wondering when and how to implement the **Read Aloud accommodation**. Which students are eligible?*

- The read aloud accommodations for PARCC math assessments are considered accessibility features and are available to all students
- Read aloud accommodations for PARCC ELA assessments are accommodations that are only available for a very small number of students with disabilities.
- Providing an ELA read aloud accommodation will not invalidate the test, unless the student does not meet the criteria set forth in the PARCC manual.





### Situation

*A school that is preparing to implement accommodations for a qualifying student inquires about the availability of an assistive technology necessary to implement that given accommodation on the PARCC assessment.*



### Situation

*A school that is preparing to implement accommodations for a qualifying student inquires about the availability of an assistive technology necessary to implement that given accommodation on the PARCC assessment.*

### Recommended Practice(s)

- In most cases, schools should already have the technology and tools necessary for implementing accommodations for students who qualify. This is because these qualifying students should already be receiving these accommodations on other assessments, per each student's IEP.



### Situation

*A school needs clarification – under what circumstances can students use a **calculator** for the math assessments within PARCC?*



### Situation

*A school needs clarification – under what circumstances can students use a **calculator** for the math assessments within PARCC?*

### Recommended Practice(s)

- Some grade levels (6 and above) allow calculators on select sections of the PARCC math assessment.
- Other sections of the PARCC math assessment do not allow calculators, and only students with the specific calculator accommodation are allowed to use it on these sections.
- Specific calculation devices must match the PARCC Calculator Policy.

### Key Considerations

- Accommodations for English learners should be considered by a group of educators familiar with the student's learning needs, in line with your LEA's policy.
- In cases of English learners with disabilities, at least one person familiar with the language needs of the student should be a participating member of the IEP team (or consult with the 504 coordinator), in order to make effective accommodations decisions.

# The PARCC Accessibility System

**Administrative Considerations**  
(for all students)

General administrative considerations that schools may decide for **all students** and that must be recorded in students' PNPs.

**Accessibility Features**  
(for any student)

Specific accessibility features that are either...

a) built into the test platform and accessible to **all students** at any time, or...

b) available to **any student**, but must be specifically selected on that student's PNP.

**Accommodations**  
(for select students)

Certain accommodations are available only to **students with disabilities with IEP or 504 plans**. Other accommodations are available only for **English Language Learners (ELL) with ELL plans**.

Accommodations must be documented in the IEP/504/ELL plan, and also in the student's PNP.

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# Agenda

Administrative Considerations for All Students

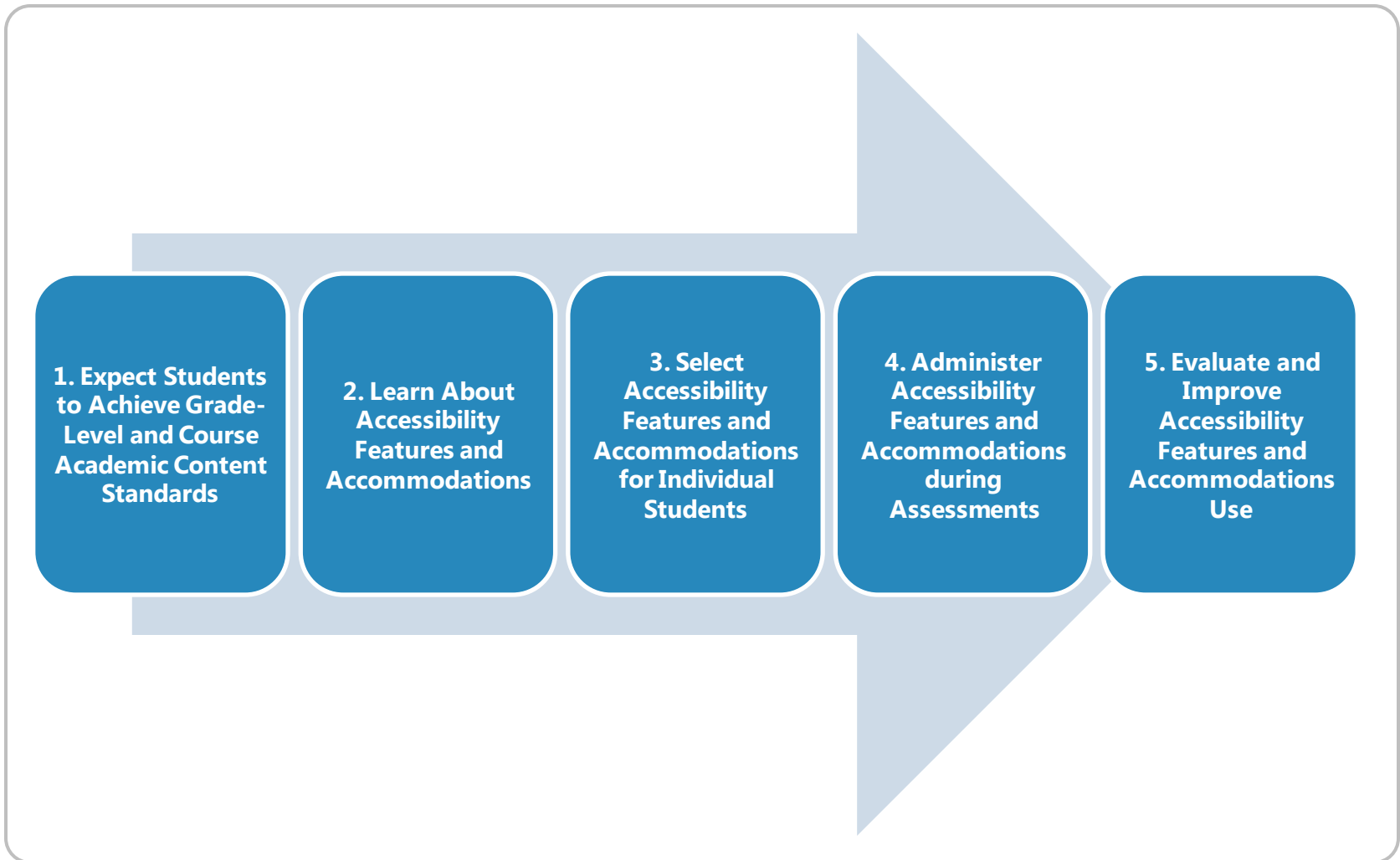
Accessibility Features

Accommodations



**Decision-Making Process for Selecting, Using, and  
Evaluating Accessibility Features and  
Accommodations**

# Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations






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## Step 1: Expect Students to Achieve Grade-Level and Course Academic Content Standards

 Include All Students in State Accountability Assessments

 Ensure Equal Access to Grade-Level Content

## Step 2: Learn About Accessibility Features and Accommodations



**Modifications**, as contrasted with **accessibility features** and **accommodations**, are not permitted on the PARCC assessments.






**Examples of modifications that would result in invalidated results on PARCC include:**

- Allowing a student to be assessed off grade-level;
- Instructing a student to skip selected items, reducing the scope of assessments;
- Modifying the complexity of assessments to make them easier (e.g., deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues, or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment (for words not in the glossary) or explaining assessment items;
- Allowing the student to complete an assessment of English language arts in a language other than English; and
- Using a bilingual dictionary that provides definitions (rather than an acceptable word-to-word dual-language dictionary).

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## Step 3: Select Accessibility Features and Accommodations for Individual Students

-  **Factor 1:** Student characteristics and learning needs
-  **Factor 2:** Individual assessment characteristics (i.e., knowledge about what tasks are required on PARCC assessments and ways to remove physical and other barriers to students' ability to perform those tasks)
-  **Factor 3:** PARCC accessibility features and accommodations policies that maintain the validity of assessment results.

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## Step 4: Administer Accessibility Features and Accommodations during Assessments

- ✓ Compile student PNP information.
- ✓ Support the understanding of general educators.
- ✓ Ensure that test administrators know and understand the requirements for administering accessibility features and/or accommodations.
- ✓ Anticipate extra time needs.
- ✓ Enter data into students PNP's and ensure provision of accessibility features and accommodations.
- ✓ Monitor the provision of accessibility features and accommodations.

## Step 5: Evaluate and Improve Accessibility Features and Accommodations Use

### Questions to Guide Evaluation of Accessibility Features and Accommodation Use at the School and District Levels

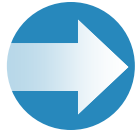
- 1 Are procedures in place to ensure that test administration procedures are not compromised due to provision of accessibility features and accommodations?
- 2 Are students receiving accessibility features and accommodations as documented in their IEP, 504 plan, English learner plan (if applicable), or other documentation used for English learners?
- 3 Are procedures in place to ensure that test administrators comply with directions for the administration of accessibility features and accommodations?
- 4 What is the frequency of use of different types of accessibility features and accommodations?

## Step 5: Evaluate and Improve Accessibility Features and Accommodations Use

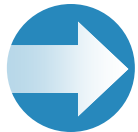
### Questions to Guide Evaluation at the Student Level

- 1 What accessibility features and accommodations are used by the student during instruction and assessments?
- 2 What are the results of classroom assignments and assessments when accessibility features and accommodations are used versus when accessibility features and accommodations are not used?
- 3 If the student is not meeting the expected levels of performance, is it because he or she is not receiving access to the necessary instruction; did not receive the accessibility feature and/or accommodation; or is using an accessibility feature and/or accommodation that was not effective?
- 4 What is the student's perception of how well the accessibility feature and/or accommodation worked?
- 5 What combination of accessibility features and/or accommodations seems to be effective?
- 6 What are the perceptions of teachers, parents, and others about how the accessibility feature and/or accommodation appears to be working?
- 7 What difficulties, if any, were encountered in the use of the accessibility feature(s) and/or accommodation(s)?

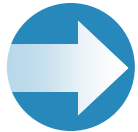
## Notable Resources



[PARCC to SEDS Crosswalk](#) – This tool provides guidance on naming conventions used in PARCC accommodations and corresponding names in SEDS.



[PNP Paper Planning Tool](#) – an optional tool which can be used by a special education staff member as they are planning out the PNP for their students.

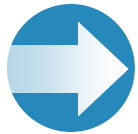


[PNP for Special Populations Webinar](#) – a companion webinar to this webinar that provides guidance on using the PNP, including how to fill out and upload the Excel file PNP template.

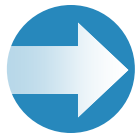
All 3 of these resources can also be found on the OSSE website, on the PARCC Resources page:

<http://osse.dc.gov/service/partnership-assessment-readiness-college-and-careers>.

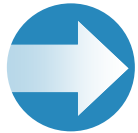
## Additional information



For information about SEDS please contact your LEA Special Education coordinator.

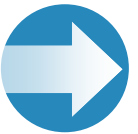


For information about English language learner accommodations, contact [Katie.Williams@dc.gov](mailto:Katie.Williams@dc.gov) (OSSE).



For a complete list of accessibility features and accommodations available for PARCC assessments, refer to the PARCC Accessibility Features and Accommodations Manual. The manual provides greater detail on the material presented today.

Find that manual and more on our webpages at <http://osse.dc.gov/service/testing-accommodations>.



Email us at [OSSE.assessment@dc.gov](mailto:OSSE.assessment@dc.gov).