

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



OSSE Webinar Training  
December 3, 2014

# Agenda

- Introduction
- Overview of the new PARCC Accommodations Manual
- Overview of PARCC for English Language Learners
- Overview of the Read Aloud accommodation
- Updates on documenting PARCC accommodations in SEDS
- Overview of the Personal Needs Profile (PNP)

# Introduction

- Today's webinar is Part 2 of the series on PARCC Accommodations for English Language Learners and Students with Disabilities
- Part 1 was broadcast on Oct. 29, 2014 and is available as a video on-demand at <http://osse.dc.gov/service/testing-accommodations> and discusses:
  - PARCC accessibility features versus accommodations
  - Using crosswalks to translate DC CAS accommodations over to PARCC
  - Amending the IEP in SEDS to reflect new PARCC accommodations

## Additional PARCC Resources

- [PARCC Accommodations & Accessibility Features Webinar Recording](#)
- [PARCC Accessibility Features versus DC CAS Accommodations](#)
- [PARCC Accommodations for Students with Disabilities](#)
- [PARCC English Language Learner Accommodations](#)
- [Understanding the PARCC Personal Needs Profile](#)





# **UPDATED PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL**

# New PARCC Accommodations Manual

The PARCC Accessibility Features and Accommodations Manual was updated in November 2014 and can be accessed via a link found on the OSSE Testing Accommodations website or directly at: <http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>.

The screenshot shows the PARCC website interface. At the top left is the PARCC logo and the text 'Partnership for Assessment of Readiness for College and Careers'. To the right is a search bar and a 'Stay informed!' section with an email subscription form. Below the header is a navigation menu with links for 'About PARCC', 'The PARCC Assessment', 'PARCC States', 'PARCC Resources', and 'News and Updates'. The main content area features a purple header for 'PARCC Accessibility Features and Accommodations Manual'. Below this, there are links for 'Printer-friendly version' and 'PDF version'. The main text includes the title 'Third Edition: PARCC Accessibility Features and Accommodations Manual (November 2014)' and a list of bullet points describing the manual's purpose and contents. A list of appendices is also provided. On the right side, there are sections for 'FEATURED RESOURCES' and 'LATEST NEWS' with links to related documents and reports.

PARCC Partnership for Assessment of Readiness for College and Careers

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## PARCC Accessibility Features and Accommodations Manual

Printer-friendly version PDF version

### Third Edition: PARCC Accessibility Features and Accommodations Manual (November 2014)

- The third edition of the *PARCC Accessibility Features and Accommodations Manual* is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the PARCC mid-year, performance-based, and end-of-year assessments provide valid results for all participating students.

### Appendices to the Third Edition of the PARCC Accessibility Features and Accommodations Manual (November 2014)

- Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments
- 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
- Appendix C: Protocol for the Use of the Scribe Accommodation (*\*\*Transcription edits are currently being made. An updated copy will be posted in late November 2014.*)
- Appendix D: Text-to-Speech, Screen Reader, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments
- Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation
- Appendix F: Unique Accommodation Request Form
- Appendix G: Use of an Emergency Accommodation on a PARCC Assessment
- Appendix H: Student Accommodation Refusal Form
- Appendix I: PARCC ELA Audio Guidelines
- Appendix J: PARCC Mathematics Audio Guidelines
- Appendix K: Legal Background

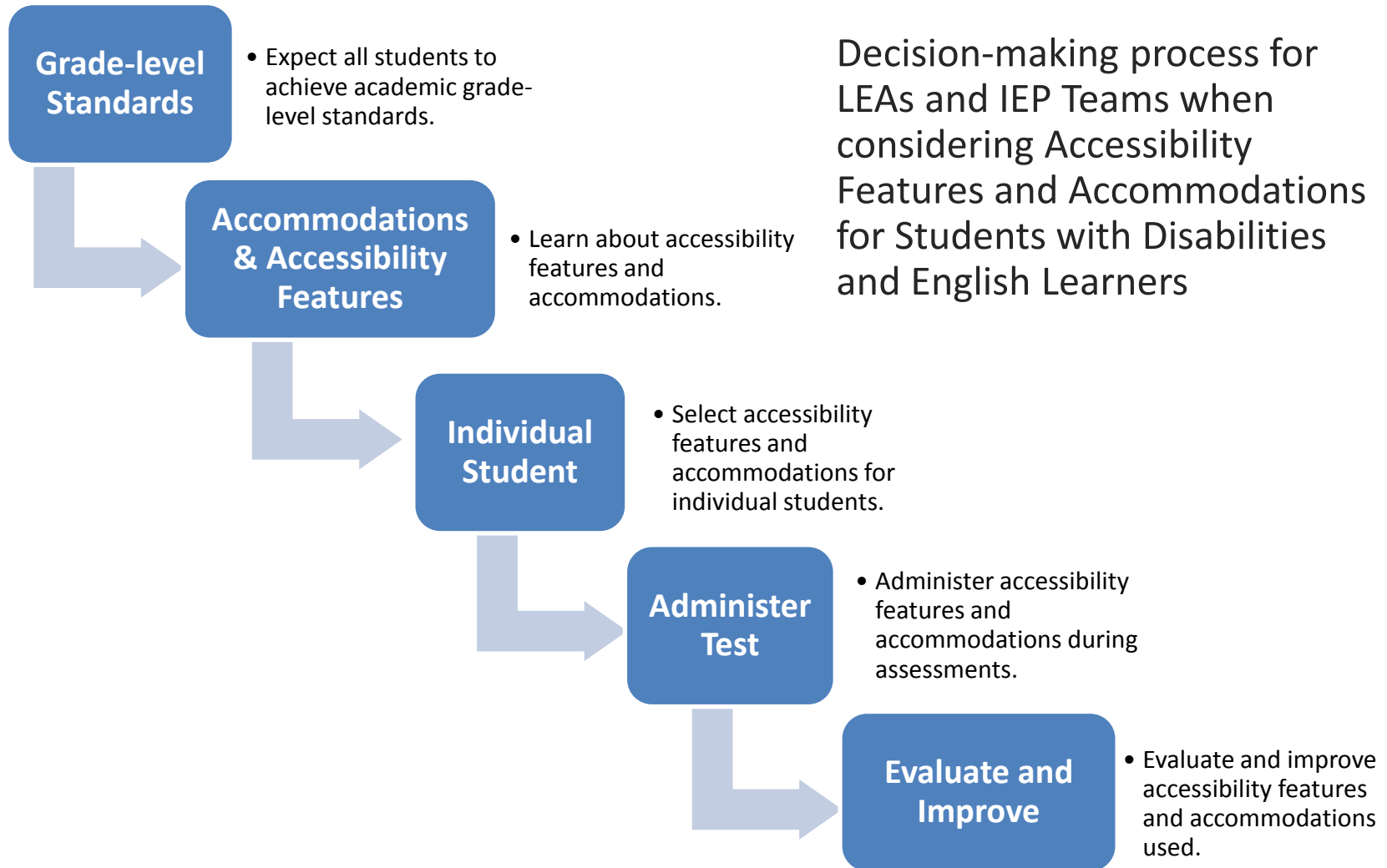
FEATURED RESOURCES

- PARCC Publishes FAQs and Glossary >>
- PARCC Accessibility Features and Accommodations Manual >>

LATEST NEWS

- PARCC States Release Lessons Learned Report >>
- Fordham Study is Welcome External Review >>
- PARCC's Katrina Santner Talks About Implementation Resources >>

# New PARCC Accommodations Manual



# New PARCC Accommodations Manual

- The New PARCC Accommodations Manual includes several appendices with instructions on topics such as:
  - Taking paper-based assessments
  - Text-to-speech, screen reader, ASL video, human reader, and other read aloud accommodations
  - Extended time accommodation
  - Requesting unique accommodations
  - Emergency accommodations
  - Student refusal of accommodations
- The appendices also contain a variety of templates and checklists to assist teams in making decisions about, as well as administering, accessibility features and accommodations.



# **PARCC ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS**



# PARCC Accommodations for English Learners

## Accountability and English Learners

- ELL students who have recently arrived in the US may need time to adjust to their new surroundings. Recently arrived ELL students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window, have the option of taking the reading/language arts content assessments.
- Recently arrived ELL students must take the mathematics and science assessments, but may be eligible for accommodations. They are exempt from one administration of the reading test, provided they take the English language proficiency assessment (ACCESS for ELLs) provided by the state and, in doing so, will meet the participation requirement for the reading test.
- Recently arrived ELL students will be excluded from the proficiency calculations for that school and LEA for mathematics and for reading, if the reading test is taken. If a student has not taken the ACCESS for ELLs test, the student will be considered a non-participant if the student does not take the PARCC ELA assessment.

# 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	<p>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-coverage will meet the students’ needs.</p> <p>Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.</p>
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

- The Massachusetts Department of Education has authorized a list of bilingual dictionaries and glossaries for use by ELL students on statewide assessments.
- OSSE has approved items on this list for use by students with the appropriate ELL accommodations for statewide assessments in DC.
- The list is found at:  
[http://www.parcconline.org/sites/parcc/files/lep\\_bilingual\\_dictionary.pdf](http://www.parcconline.org/sites/parcc/files/lep_bilingual_dictionary.pdf).

## List of Authorized Bilingual Word-to-Word Dictionaries and Glossaries

The Massachusetts Department of Elementary and Secondary Education authorizes the following bilingual dictionaries and glossaries for use on MCAS tests by students who are currently reported as English language learners (ELLs) or who have been reported as ELLs in the past. The bilingual dictionaries and glossaries listed in this publication are limited to those that provide word-to-word translations only. A list of distributors appears at the end of this publication.

Please note that the use of dictionaries of any kind is prohibited on ACCESS for ELLs (WIDA) tests.

### AFRIKAANS

*Afrikaans-English/English-Afrikaans  
Practical Dictionary*  
Hippocrene Books, Inc., 2000  
25,000 entries  
ISBN-13: 9780781808460  
ISBN-10: 0781808464  
\$22.95

### ALBANIAN

*Albanian-English/English-Albanian  
Practical Dictionary*  
Hippocrene Books, Inc., 2006  
18,000 entries  
ISBN-13: 9780781804196  
ISBN-10: 0781804191  
\$18.95

*Albanian Standard Dictionary  
Albanian-English/English-Albanian*  
Hippocrene Books, Inc., 2004  
24,000 entries  
ISBN-13: 9780781809795  
ISBN-10: 0782809797  
\$24.95

### ALBANIAN (cont.)

*Albanian Word to Word® Bilingual  
Dictionary*  
*English-Albanian/Albanian-English  
Bilingual Dictionaries, Inc., 2010*  
18,000 entries  
ISBN-13: 9780933146495  
ISBN-10: 0933146493  
\$19.95

### AMHARIC

*Amharic-English/English-Amharic  
Dictionary*  
Hippocrene Books, Inc., 1997  
27,000 entries  
ISBN-13: 9780781801157  
ISBN-10: 078180115X  
\$35.00

*Amharic Word to Word® Bilingual  
Dictionary*  
*English-Amharic/Amharic-English  
Bilingual Dictionaries, Inc., 2010*  
18,000 entries  
ISBN-13: 9780933146594  
ISBN-10: 0933146590  
\$19.95

# 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>)



# **READ ALOUD ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

# Read Aloud Accommodations

- PARCC “Read Aloud” options include the following:
  - Text-to-Speech (computer-based)
  - Screen Reader (computer-based)
  - ASL Video (computer-based)
  - Human Reader (paper-based)
- Formerly referred to as “Oral Reading of Test Questions” on the DC CAS
- Accommodations will apply to items, response options, and passages

# Math vs. ELA Read-Aloud

- All read aloud options for the PARCC ELA/Literacy exams are *accommodations*
  - This means they are available only to students with disabilities who have been identified by their IEP teams as needing a read-aloud accommodation
- Text to speech and human reader for the PARCC math exams are *accessibility features identified in advance*
  - This means that students with or without disabilities may receive this feature if they are identified in advance by educators on the Personal Needs Profile (PNP).
  - These accessibility features should be assigned on a per student basis.



# ELA Read Aloud Accommodations Guidelines

- If all guidelines are met for a student to receive a read aloud accommodation for the PARCC ELA assessments, then **the score will remain valid.\***
- If all guidelines are not met, yet the student is still given a read aloud accommodation on the PARCC ELA assessments, then **the score may be invalidated.\***
- PARCC has developed resources to assist IEP teams in identifying students who may be appropriate candidates to receive a read aloud accommodation.
  - PARCC Accommodations Manual, pp. 34-36
  - Appendix D of the PARCC Accommodations Manual
- IEP teams are cautioned to follow PARCC guidance in determining if a student should receive a read aloud accommodation
- OSSE will closely monitor the selection and use of any read aloud accommodations.

# ELA Read Aloud Accommodations Guidelines

Accommodation		Administration Guidelines
2h	<b>Closed-Captioning of Multimedia on the ELA/Literacy Assessments<sup>11</sup></b>	A student who is deaf or hearing impaired views captioned text on multimedia (i.e., video) segments of the ELA/literacy performance-based assessments. Captioning can be turned on/off within the video player as needed
2i	<b>Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages<sup>12</sup></b>	A student receives an audio representation of the ELA/literacy assessment via text-to-speech, screen reader software, embedded ASL video, or a human reader/signer.
2j	<b>Screen Reader Version for ELA/Literacy, including items, response options, and passages<sup>12</sup></b>	The text-to-speech, ASL video, human reader, and human signer accommodations are intended to provide access to printed or written texts on the PARCC ELA/literacy assessments to a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding.
2k	<b>ASL Video for the ELA/Literacy Assessments, including items, response options, and passages<sup>12</sup></b>	The screen reader accommodation is intended to provide access to the PARCC ELA/literacy assessments to students who are blind or have a visual impairment and have not learned (or are unable to use) braille.
2l	<b>Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages<sup>12</sup></b>	<p>This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p> <p>Note: If headphones are <i>not</i> used for text-to-speech, screen reader, or the ASL video, the student must be tested in a separate setting. In special cases where a test administrator reads aloud to a student due to a disability (human reader or human signer), the student must be tested in a separate setting.</p>

Guidelines for assigning the read aloud accommodation are found on page 34-36 of the PARCC Accommodations Manual

Read aloud accommodations are intended for only a very small number of students.

# 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.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>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:</p> <ul style="list-style-type: none"> <li>• Blindness or a visual impairment and has not yet learned (or is unable to use) braille;</li> <li>OR</li> <li>• 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);</li> <li>OR</li> <li>• 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</li> </ul>	<p>For the <b>screen reader accommodation</b>, 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.</p> <p>For the <b>text-to-speech, ASL video, or human reader/human signer accommodation</b>, 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.</p> <p>This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.</p> <p>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.</p> <p>States may provide additional guidance for their respective states based on state policy or practice.</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Appendix D of the PARCC Accommodations Manual showcases a checklist to assist IEP teams in determining the appropriateness of assigning a read aloud accommodation.

Read aloud accommodations are 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.

# ELA Read Aloud Accommodations Guidelines

Continuation of the checklist from the previous slide.

<p>Before listing the accommodation in the student's IEP or 504 plan, teams and plan coordinators should also consider whether:</p> <ul style="list-style-type: none"><li>• The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;</li><li>• The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or</li><li>• The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.</li></ul>	<p>States may provide additional guidance for their respective states in order to define intensive instruction and interventions based on state policy or practice.</p>	<p><input type="checkbox"/> <b>Agree</b> <input type="checkbox"/> <b>Disagree</b></p>
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# Math Read Aloud Guidelines

- Text-to-speech and human reader for PARCC math exams are accessibility features identified in advance.
- Accessibility features should be selected based on the individual needs and preferences of the student, and the judgment of educators. Students should practice using these features before the test.
- For students with disabilities, IEP teams may assign accessibility features and document them on students' IEPs.



# **UPDATES ON DOCUMENTATION OF PARCC ACCOMMODATIONS IN SEDS**

# Updates on PARCC Accommodations in SEDS

- PARCC accommodations will be built into the SEDS system as part of the SEDS mid-year release (**end of December or early January 2015**)
  - New language for SEDS has been finalized
- Until then, IEP teams must use crosswalks that map PARCC accommodations to preexisting DC CAS accommodations in SEDS
  - All crosswalk resources are found here:  
<http://osse.dc.gov/service/testing-accommodations>
  - 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



# Current Method for Documenting PARCC Accommodations in SEDS

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

This crosswalk resource is found on OSSE's Testing Accommodations website  
<http://osse.dc.gov/service/testing-accommodations>

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.

Participation Area		General
Area		Response
Accommodation		
<input checked="" type="checkbox"/>	Oral responses to tests	
<input type="checkbox"/>	Copy from paper/book instead of board**	
<input type="checkbox"/>	Signed and/or taped responses	
<input type="checkbox"/>	Write in test books	
<input type="checkbox"/>	Pointing response	
<input type="checkbox"/>	Pencil grip	
<input type="checkbox"/>	Dictated response to examiner	



# Updates to PARCC in SEDS



## 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Descriptive Video <i>*This accommodation will not be available for the 2015 Operational year.</i>	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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	<input type="checkbox"/> Yes <input type="checkbox"/> No

This worksheet was developed as an interim solution for IEP teams to use prior to PARCC being built into SEDS.

It contains 9 new accommodations unique to PARCC.

In the SEDS Mid-year Release (**end of December or early January 2015**) these accommodations will be built into SEDS, so teams will no longer need to use this worksheet.

However, if a team used this worksheet prior to the Mid-year release to document an accommodation, the uploaded and signed worksheet will remain in SEDS and will still be valid documentation of those accommodations. No IEP amendment will be necessary.

# Updates to PARCC Accommodations in SEDS

The SEDS Mid-Year Release will include a change in language to reflect the transition from the DC CAS to Next Generation Assessments (NGA)

- The term “DC-CAS” will be replaced with the term “Statewide Assessments” in several places in SEDS for the IEP process, as well as on applicable cover sheets and generated forms.
- The term “DC-CAS Alternate Assessment” will be replaced with “Statewide Alternate Assessment.”
- Examples of language that will be updated:

**Create Cover Sheets**

Create Cover Sheet for **DC CAS Alternate** Assessment Participation Criteria

Date Generated	Document Type	EasyFax	Date R
10/23/2014	<b>DC CAS Alternate</b> Assessment Participation Criteria Cover Sheet		

**Instructional Goals**

Will the student be taking the **DC-CAS Alternate** Assessment?

**i** Note: Only students taking the **DC CAS-Alt** are required to have short-term objectives.

# Updates to PARCC Accommodations in SEDS

When an accommodation is selected in SEDS, the user will be required to provide a justification statement to accompany this selection. A field will be provided next to the selected accommodation.

**Add Accommodations** Diego Test Student

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**Student Information**

Student Name	Local ID	State USI	Date of Birth	Student Grade	Last Eligibility Meeting Date	Last IEP Annual Review Meeting Date
Diego Test Student		DIEGOTESTER4	07/09/2005	3rd Grade		10/31/2014

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**LEA / School Information**


LEA of Enrollment	School / Site	Case Manager
District of Columbia Public Schools	Closed - Van Ness Es	User Test

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Participation Area: General

Area: Response

Accommodation	Justification*
<input type="checkbox"/> Oral responses to tests	<div style="border: 1px solid gray; padding: 5px; min-height: 40px;">[Text Area]</div>
<input type="checkbox"/> Copy from paper/book instead of board**	<div style="border: 1px solid gray; padding: 5px; min-height: 40px;">[Text Area]</div>



# Updates to PARCC Accommodations in SEDS

On the “Add Accommodations” page, the explanatory language at the bottom of the page will be updated:

## Current language



\*Denotes a modification on the DC CAS. A student receiving a modification will not be counted as a participant in the assessment for the purposes of accountability and the assessment will not be considered valid.



\*\*Not applicable for the DC CAS and does not populate in that section.

## Updated PARCC language

\* This accommodation is intended for a small number of students. Please visit <http://osse.dc.gov/service/testing-accommodations> for policy for use on the statewide assessments.

\*\* This accommodation is considered an Accessibility Feature for the purposes of the statewide assessment. Accessibility features can be used by any student taking the statewide assessment.

\*\*\* This accommodation is an allowable Classroom Accommodation. It is not an allowable Statewide Assessment (PARCC) Accommodation. For exceptions, please refer to PARCC’s “Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation” and “Appendix F: Unique Accommodations Request Form.” Both documents are available at <http://osse.dc.gov/service/testing-accommodations> A student otherwise receiving this modification on the Statewide Assessment (PARCC) will not be counted as a participant in the assessment for the purposes of accountability and the assessment will not be considered valid.

# Read Aloud Accommodations Guidelines

Currently in SEDS, the language states that selection of the read aloud accommodation will invalidate a student's ELA assessment. However, when SEDS is updated (end of December/early January 2015), the language will change to reflect the PARCC guidelines for read aloud accommodations.

Participation Area	General
Area	Presentation
Accommodation	
<input type="checkbox"/>	Amplification equipment
<input checked="" type="checkbox"/>	Assisted reading of comprehension passages*
<input type="checkbox"/>	Reading of entire comprehension test*
<input type="checkbox"/>	Braille
<input type="checkbox"/>	Interpretation of oral directions
<input type="checkbox"/>	Magnifying glass
<input type="checkbox"/>	Markers to maintain place
<input type="checkbox"/>	Reading of test questions (math, science, and composition only)
<input type="checkbox"/>	Repetition of directions
<input type="checkbox"/>	Simplification of oral directions
<input type="checkbox"/>	Translation of words and phrases (math, science, and composition only)
<input type="checkbox"/>	Large Print
<input type="checkbox"/>	Other

**Updated PARCC language**

\* This accommodation is intended for a small number of students. Please visit <http://osse.dc.gov/service/testing-accommodations> for policy for use on the statewide assessments.

**Current language**



\*Denotes a modification on the DC CAS. A student receiving a modification will not be counted as a participant in the assessment for the purposes of accountability and the assessment will not be considered valid.

# Updates to PARCC Accommodations in SEDS

The list of accommodations under the “Response” category will be updated to align with PARCC as follows:

## Current language

Participation Area	
General	
Area	Response
Accommodation	
<input type="checkbox"/>	Oral responses to tests
<input type="checkbox"/>	Copy from paper/book instead of board**
<input type="checkbox"/>	Signed and/or taped responses
<input type="checkbox"/>	Write in test books
<input type="checkbox"/>	Pointing response
<input type="checkbox"/>	Pencil grip
<input type="checkbox"/>	Dictated response to examiner
<input type="checkbox"/>	Calculators
<input type="checkbox"/>	Other

## Updated PARCC language: Completely new list created

Braille Note-taker
Braille Writer
Calculation Device and Mathematics Tools on Calculator Sections of Mathematics Assessments
Calculation Device and Mathematics Tools on Non-Calculator Sections of Mathematics Assessments*
Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments*
Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on Mathematics Assessments*
Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments*
Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on Mathematics Assessments*
Word Prediction External Device*
Other

# Updates to PARCC Accommodations in SEDS

The list of accommodations under the “Timing and Scheduling” category will be updated to align with PARCC as follows:

## Current language

Participation Area		General
Area		Timing and Scheduling ▼
Accommodation		
<input type="checkbox"/>	Flexible scheduling	
<input type="checkbox"/>	Test administered over several days	→
<input type="checkbox"/>	Test administered at best time of day for student	
<input type="checkbox"/>	Breaks between subtests	→
<input type="checkbox"/>	Extended time on subtests	→
<input type="checkbox"/>	Breaks during a subtest	→
<input type="checkbox"/>	Other	

## Updated PARCC language

Flexible Scheduling
Test administered over several days***
Test Administered at Best Time of Day for Student
Breaks between <b>Test Units</b>
Extended Time
Breaks during a <b>Test Unit</b>
Other

\*\*\* This accommodation is an allowable Classroom Accommodation. It is not an allowable Statewide Assessment (PARCC) Accommodation. For exceptions, please refer to PARCC’s “Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation” and “Appendix F: Unique Accommodations Request Form.” Both documents are available at <http://osse.dc.gov/service/testing-accommodations> A student otherwise receiving this modification on the Statewide Assessment (PARCC) will not be counted as a participant in the assessment for the purposes of accountability and the assessment will not be considered valid.

# Updates to PARCC Accommodations in SEDS

The list of accommodations under the “Setting” category will be updated to align with PARCC as follows:

## Current language

Participation Area		General
Area		Setting
		Accomm
<input type="checkbox"/>	Adaptive or special furniture	
<input type="checkbox"/>	Individual testing	
<input type="checkbox"/>	Location with minimal distractions	
<input type="checkbox"/>	Noise buffer	
<input type="checkbox"/>	Preferential seating	
<input type="checkbox"/>	Small group testing	
<input type="checkbox"/>	Special lighting	
<input type="checkbox"/>	Other	

## Updated PARCC language

Adaptive or Special Furniture
Individual Testing
Location with Minimal Distractions
Noise Buffer <b>or Headphones**</b>
Preferential Seating
Small Group Testing
Special Lighting
Other

\*\* This accommodation is considered an Accessibility Feature for the purposes of the statewide assessment. Accessibility features can be used by any student taking the statewide assessment.



# Updates to PARCC Accommodations in SEDS

The list of accommodations under the “Presentation” category will be updated to align with PARCC as follows:

## Current language

Participation Area		General
Area		Presentation
Accommodation		
<input type="checkbox"/>	Amplification equipment	same
<input type="checkbox"/>	Assisted reading of comprehension passages*	
<input type="checkbox"/>	Reading of entire comprehension test*	
<input type="checkbox"/>	Braille	
<input type="checkbox"/>	Interpretation of oral directions	same
<input type="checkbox"/>	Magnifying glass	same
<input type="checkbox"/>	Markers to maintain place	
<input type="checkbox"/>	Reading of test questions (math, science, and composition only)	same
<input type="checkbox"/>	Repetition of directions	same
<input type="checkbox"/>	Simplification of oral directions	same
<input type="checkbox"/>	Translation of words and phrases (math, science, and composition only)	
<input type="checkbox"/>	Large Print	same
<input type="checkbox"/>	Other	same

NOTE: Updated PARCC language is shown on the next slide for the accommodations that are not marked as “same.”

The Braille category has been split into multiple accommodations. See next slide.

*Markers to Maintain Place or Mask Answer\*\**

# Updates to PARCC Accommodations in SEDS

These additional PARCC accommodations will be added to the “Presentation” category of accommodations.

Hard-copy Braille Edition of ELA/Literacy and Mathematics Assessments
Refreshable Braille Display with Screen Reader Version for ELA/Literacy Assessments
Closed-Captioning of Multimedia on the ELA/Literacy Assessments
Paper-and-Pencil Assessments
Screen Reader Version for ELA/Literacy and Mathematics Assessments*
Tactile Graphics for Visually Impaired Students*
Human Reader/Human Signer for the ELA/Literacy Assessments*
Text-to-Speech for the ELA/Literacy Assessments*
ASL Video for the ELA/Literacy Assessments
ASL Video for the Mathematics Assessments
ASL Video of Test Directions
Human Signer for Test Directions
Students Reads Assessment Aloud to Themselves

More detailed information about each accommodation can be found in the PARCC Accommodations Manual, including what the accommodation is, how it’s administered, and which students are eligible to receive it.



# **OVERVIEW OF THE PERSONAL NEEDS PROFILE (PNP)**

# Personal Needs Profile (PNP) Overview

- The PNP is a collection of information for any student who will receive special test conditions, materials, accessibility features identified in advanced or accommodations on PARCC.
  - Essentially, it is a student-level data file
- The PNP serves several purposes:
  - Tells test software which version of the computer-based test each student should receive
  - Allows schools, LEAs and OSSE to track assignment of accommodations and accessibility features
  - Tells test administrators what each student in their test session needs
- Even if accommodations are documented in SEDs, they will also need to be noted on the PNP for a student to receive that accommodation on PARCC.

# PNP Overview (cont'd)

- The PNP is a checklist of all the administrative considerations, accessibility features identified in advance and accommodations a student may need. Examples:
  - Frequent breaks
  - Test format (paper or computer)
  - Color Contrast
  - ASL Video
  - Closed captioning on video and audio
- The PNP applies to paper and computer tests, but is especially important for computer.

# Creating a PNP

- PNPs can be managed at the school level, or the LEA-level. That is an LEA choice.
- Two ways to create/edit a PNP:
  - As an excel file for multiple students, which is uploaded to Pearson Access Next
  - For one student at a time in the Pearson Access Next user interface
- There will also be an optional guidance document that educator teams may use to walk through all the accommodations and accessibility features captured in the PNP.

# PNP in Pearson Access Next

- Demonstration of the User Interface for creating/editing a student's PNP in Pearson Access Next
- This process will be covered more thoroughly in a future training.

# PNP Data File in Excel

- Preview of the PNP Data File as it appears in Excel
- Template and guidance will be available in Pearson Access Next
- This process will be covered more thoroughly in a future training





# CONCLUSION

# Upcoming PARCC Trainings

- PARCC 101
  - Friday, December 5th, 4:00—6:00pm, OSSE 8th Floor
  - Overview of PARCC, item types, instructional implications and test resources
  - Register: <http://osse.dc.gov/event/parcc-101-0>
- PARCC Readiness for Administrators
  - December 9, 2014, 9:00—11:30am
  - Overview of PARCC specifically for administrators and school leaders
  - Register: <http://osse.dc.gov/event/parcc-readiness-administrators>
- Registration information on additional PARCC topics will be posted in the LEA Look Forward as dates become available.

# “It Takes a City to Knock it Out of the PARCC!”

OSSE is pleased to announce its second LEA Institute, “It Takes a City to Knock it Out of the PARCC!” on **Friday, January 23, 2015**, at Gallaudet University’s Kellogg Center.

This full-day LEA Institute is focused on preparing and gearing up educators for the Next Generation of Assessments (NGA) including (a) PARCC, (b) NCSC, (c) NGSS, and (d) health. OSSE is inviting national and local experts to provide pertinent information and to answer your most pressing questions in the following areas:

- NGA Communication Strategies
- Curriculum Alignment and Instructional Shifts
- Assessment Procedures and Technology Readiness
- Assessment Considerations for Special Populations

Participants will have the opportunity to present their questions to subject matter experts during panel presentations and in one-on-one sessions. In addition, an OSSE NGA ambassador will be assigned to each local education agency to provide them with supports and information. Follow the event on social media: #DCITAC.

**SAVE THE DATE! Registration link will be posted in next week’s LEA Look Forward and on the OSSE homepage calendar.**

# Contacts

- Contact: [OSSE.assessments@dc.gov](mailto:OSSE.assessments@dc.gov) for questions about:
  - PARCC administration and technology
  - Accommodations and accessibility features
  - PARCC webinars and professional development
  - Common Core State Standards professional development
  - Information about the Educator Leader Cadre
- 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.