



2017-18 Testing Accommodations and Accessibility Features Overview

Nov. 16, 2017



Training Objectives

- Review testing accommodations and the SEDS crosswalk for students with disabilities (SWD) and English learners (ELs)
- Explore PARCC's Accessibility Features and Accommodations Manual Sixth Edition
- Practice assigning accessibility features and accommodations using student case profiles



Think – Pair – Share

How do you differentiate between accommodations and accessibility features when you are giving an in-class assessment (or setting up students to test on the statewide assessment)?

- Take a moment to think about your response.
- Turn to a neighbor and share your definition.
- Share our thoughts about accommodations and accessibility features with the entire group.



Accessibility Features vs Accommodations

According to the PARCC Accessibility Features and Accommodations Manual sixth edition:

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** taking the PARCC assessments.

Accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide **equitable** access during assessments for students with disabilities and students who are ELs.

Key Distinction: Students with disabilities are **LEGALLY** entitled to accommodations.



District of Columbia Statewide Assessments

| Assessment | Standards Alignment | Students Assessed |
|---|--|--|
| PARCC ELA/Literacy | ELA Common Core State Standards (CCSS) | Grade 3 – High School |
| PARCC Mathematics | Mathematics Common Core State Standards | Grades 3 – 8, Algebra I & II, Geometry |
| Multi-State Alternate Assessment (MSAA) | Alternative Achievement Standards based on Math and ELA CCSS | Grades 3 – 8 & 11 Students with significant cognitive disabilities |
| DC Science Assessment | Next Generation Science Standards (NGSS) | Grade 5, Grade 8, H.S. Biology |
| DC Science Alternate Assessment (portfolio) | Alternative Achievement Standards based on NGSS | Grade 5, Grade 8, H.S. Biology Students with significant cognitive disabilities |
| WIDA ACCESS for ELLs 2.0 | WIDA English Language Development (ELD) Standards | Grades K - 12 English Learners (ELs) |



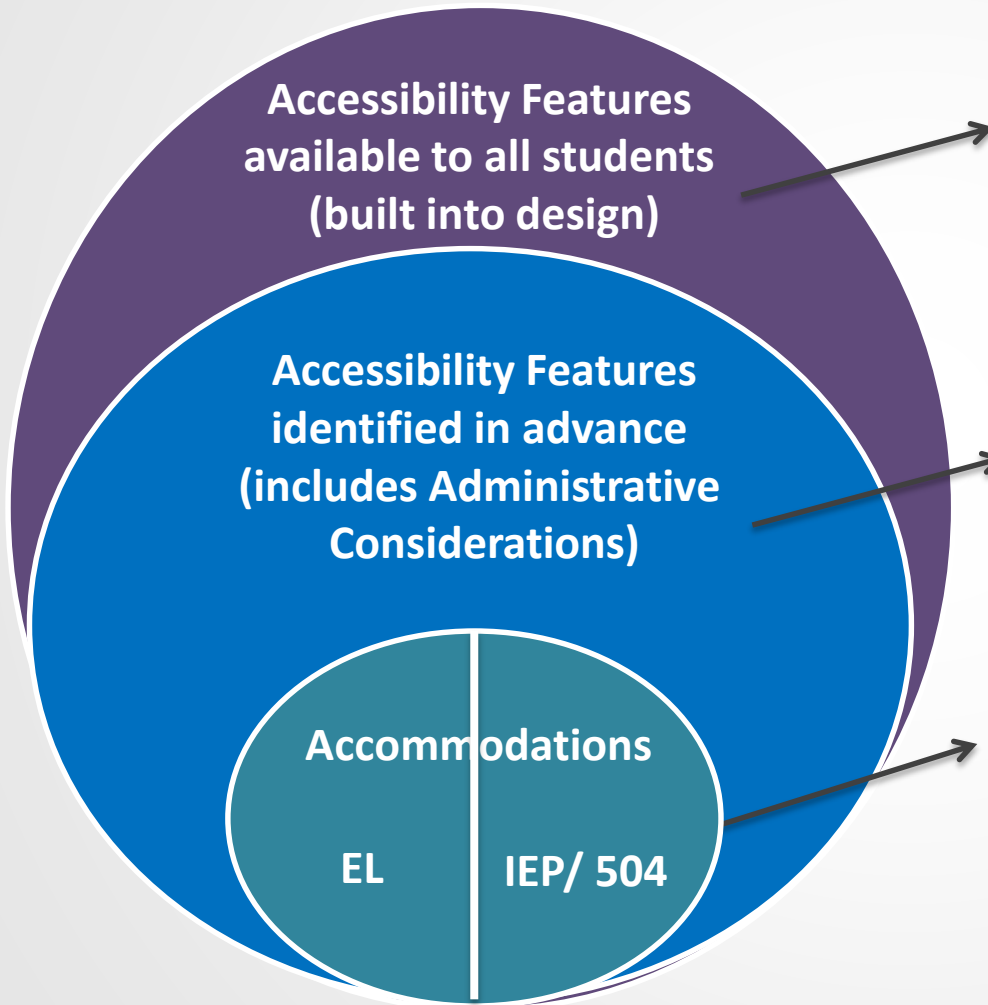
2017-18 Assessment Schedule

| Assessment | 2018 Statewide Test Window |
|----------------------|---|
| ACCESS for ELLs 2.0 | Feb. 26 - April 13, 2018 |
| MSAA | March 19 - May 4, 2018 |
| DC Science Alternate | Feb. 5 – May 25, 2018 |
| PARCC | April 9 - May 25, 2018 <i>(April 9 - May 18, 2018; paper accommodation window)</i> |
| DC Science | April 17 – June 1, 2018 <i>(April 17 – May 25, 2018; paper accommodation window)</i> |

Additional testing resources are located at <https://osse.dc.gov/assessments>



Accessibility System



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

Additional accessibility features are available to **any student in need of feature**, but must be specifically selected in student registration for planning purposes.

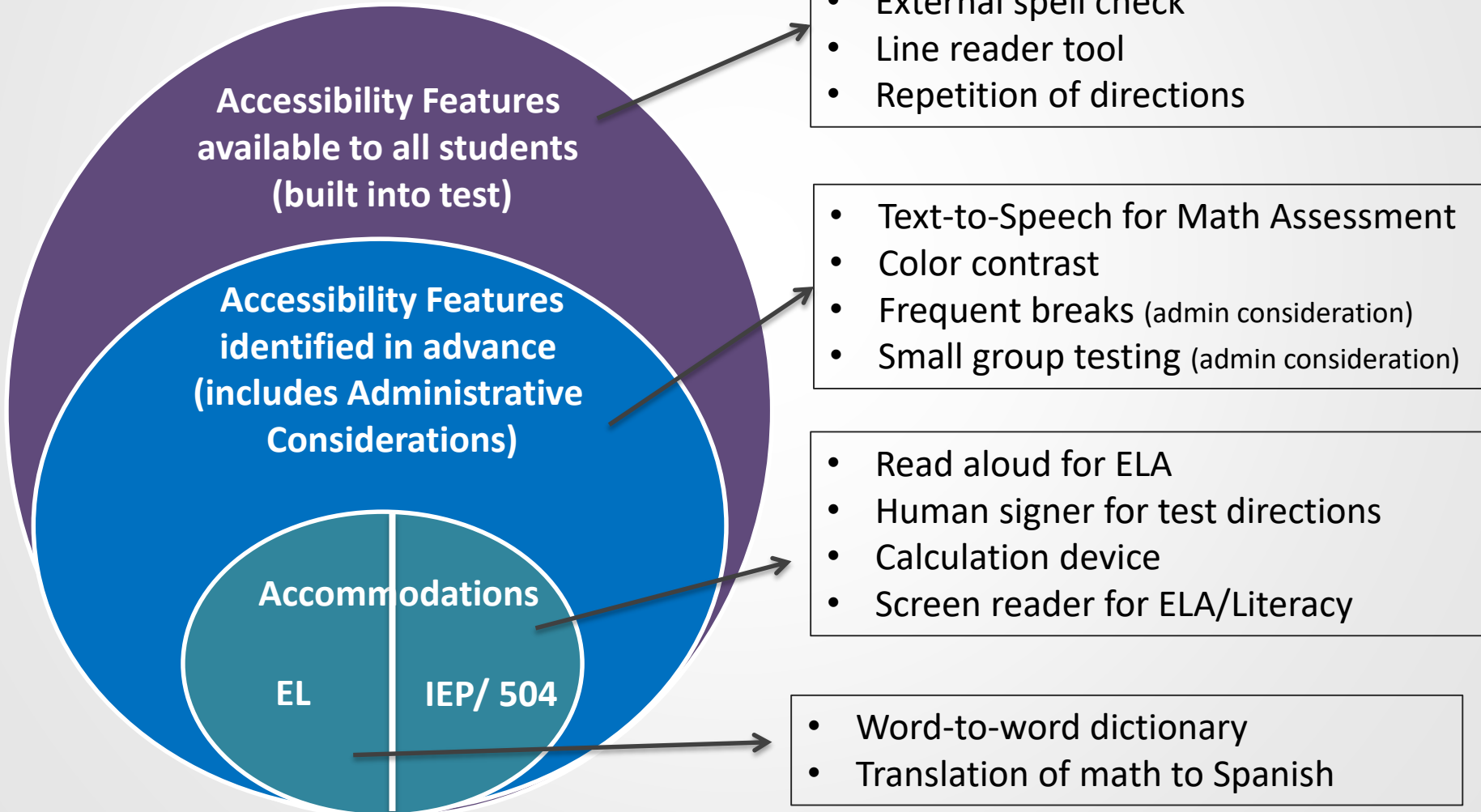
Certain accommodations are available only to **students with disabilities (IEP or 504)** and others for **English learners (EL) with EL plans**.

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



Accessibility System

Examples of each type of feature:





Accommodations for Special Populations

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



Students
with IEPs



Students with
Section 504
plans



Students who
are English
learners



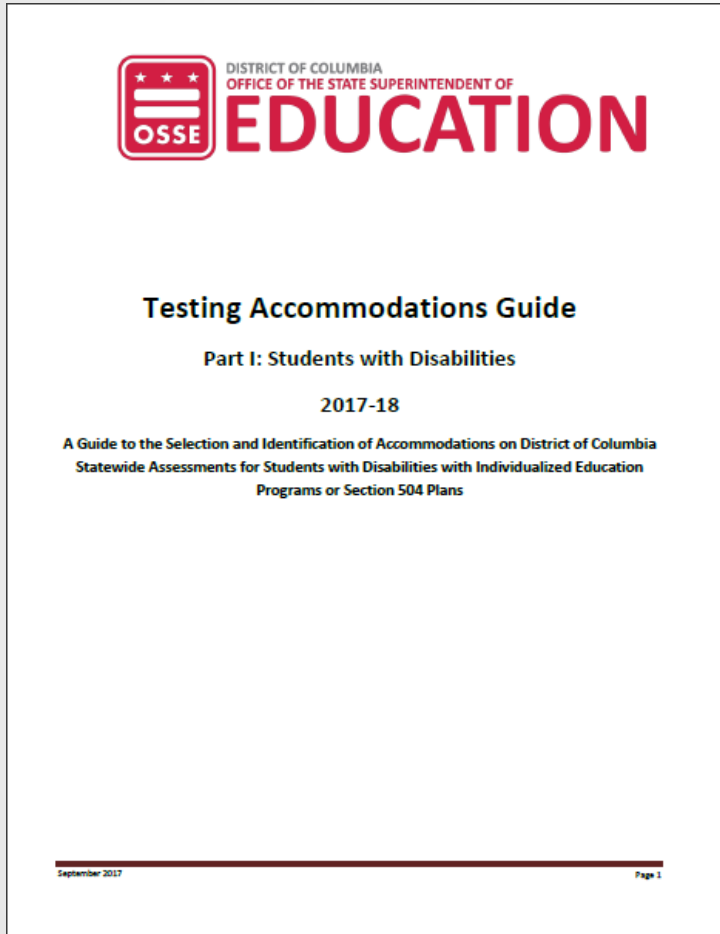
English learners
with disabilities
who have an IEP
or 504 plan
(eligible for
both sets of
accommodations)



Testing Accommodations Guide for Students with Disabilities



Testing Accommodations Guide for SWDs



- Students with disabilities have access to a wide range of accommodations and accessibility features on statewide assessments
- Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency
- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment
- Accommodations used in statewide assessments should also be used in daily instruction



Accommodation Categories

Setting

Timing and Scheduling

Presentation

Response



Setting Accommodations for SWDs

- Adaptive or specialized furniture (***administrative consideration***)
- Headphones or Noise Buffer (***accessibility feature***)
- Specified Area or Setting (***administrative consideration***)
- Separate or Alternate Location (***administrative consideration***)
- Small Group Testing (***administrative consideration***)
- Statewide Unique Accommodation Request



Timing and Scheduling Accommodations for SWDs

- Extended Time
- Time of Day (*administrative consideration*)
- Frequent Breaks (*administrative consideration*)
- Statewide Unique Accommodation Request



Presentation Accommodations for SWDs

- Audio Amplification (***accessibility feature***)
- Magnification/Enlargement Device (***accessibility feature***)
- Large Print Edition
- Paper-Based Edition
- General Administration Directions Clarified (***accessibility feature***)
- General Administration Directions Read Aloud and Repeated as Needed (***accessibility feature***)



Presentation Accommodations for SWDs

- Human Signer for Test Directions
- Student Reads Assessment Aloud to Him-or Herself (***accessibility feature, PNP***)
- Line Reader Mask Tool (***accessibility feature***)
- Answer Masking (***accessibility feature, PNP***)
- Eliminate Answer Choices/Answer Eliminator (***accessibility feature***)
- Bookmark (***accessibility feature***)



Presentation Accommodations for SWDs

- Highlight Tool (***accessibility feature***)
- Line Reader Mask Tool (***accessibility feature***)
- Text-to-Speech for the Mathematics Assessments (***accessibility feature, PNP***)
- Human Reader or Human Signer for Mathematics Assessments (***accessibility feature***)
- Read Aloud for ELA/Literacy Assessments**
 - *The student's disability severely limits or prevents their ability to access printed test by decoding*



Presentation Accommodations for SWDs

- ASL Video for the Mathematics Assessments
- Closed-Captioning multimedia on the ELA/Literacy Assessments
- Hard-Copy Braille Edition
- Refreshable Braille Display with Screen Reader Version for ELA/Literacy Assessments
- Screen Reader Version
- Tactile Graphics



Presentation Accommodations for SWDs

- Redirect Student to the Test (***accessibility feature***)
- Color Contrast (***accessibility feature, PNP***)
- Statewide Unique Accommodation Request



Let's Practice!

<https://parcc.pearson.com/>



Response Accommodations for SWDs

- Braille Note-taker/Braille Writer
- Calculation Device (on Calculator Sections of Mathematics Assessments)
- Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)**
 - *The student's disability severely limits or prevents their ability to perform basic calculations*
- ELA/Literacy Constructed Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device
- Mathematics Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device



Response Accommodations for SWDs

- Word Prediction External Device (***accessibility feature, PNP***)
- Answers Recorded in Test Book
- Statewide Assessment Unique Accommodation Request



Let's Practice!

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Non-Accommodations

- Assistive Technology
 - *List in Assistive Technology section of the IEP*
- Notepad (***accessibility feature***)
- Pop-up Glossary (***accessibility feature***)
- Blank Scratch Paper (***accessibility feature***)
- Spell Check or External Spell Check Device (***accessibility feature***)



Testing Accommodations Guide for English Learners



Testing Accommodations Guide for ELLs



Testing Accommodations Guide

Part II: English Language Learners

2017-18

A Guide to the Selection and Identification of Accommodations on District of Columbia
Statewide Assessments for English Learners

September 2017

Page 1

- Accommodations are one of the primary strategies for ensuring that ELs who are included in content-specific statewide assessments are more likely to be assessed on their knowledge of the content rather than their English language proficiency
- Any student identified as EL, including those students whose parents have refused English language instructional program services, are eligible for accommodations



Accommodations for ELs

- Extended Time
- General Administration Directions Clarified in Student's Native Language
- General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language
- Mathematics Response Options: Speech-to-Text or Human Scribe
- Word-to-Word Dictionary (English/Native Language)
- Online Transadaption of PARCC Mathematics in Spanish



Accommodations for ELs

- Paper-Based Edition of PARCC Mathematics in Spanish
- Large Print Edition of PARCC Mathematics in Spanish
- Test Administrator Reads Aloud to Student in Spanish (Mathematics)
- Spanish Text-to-Speech (Mathematics)



English Language Proficiency Levels

- The table below aligns the PARCC definition of ELs with WIDA’s ACCESS for ELLs English Language Proficiency (ELP) levels
- EL steams should reference this chart when matching ELP levels to the PARCC definitions prior to selecting accommodations

| Composite English Language Proficiency (ELP) levels linked to PARCC’s definition | | |
|--|------------|------------------|
| 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 | |



English Language Proficiency Level

- The table below lists the available accommodations and provides recommendations regarding the effectiveness of the accommodation based on the students ELP level

| Accommodations | Most likely to benefit ELs at this ELP Level | | |
|--|--|--------------|----------|
| | Beginning | Intermediate | Advanced |
| Extended time | ▲ | ▲ | ▲ |
| General Administration Directions Clarified in Student's Native Language (by test administrator) | ▲ | ● | ○ |
| General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator) | ▲ | ● | ○ |
| Scribe or Speech-to-Text: Responses Dictated for PARCC Math and/or DC Science in English | ▲ | ● | ○ |
| Word-to-Word Dictionary | ○ | ▲ | ▲ |
| Online Transadaptation of PARCC Math in Spanish | ▲ | ● | ○ |
| Paper-Based Edition of PARCC Math in Spanish | ▲ | ● | ○ |
| Large Print Edition of PARCC Math in Spanish | ▲ | ● | ○ |
| Human Reader or Text-to-speech for PARCC Math in Spanish | ▲ | ● | ○ |

TABLE KEY:

- ▲ Highly recommended for use by ELs at this ELP level
- Recommended for use by ELs at this ELP Level
- May not be appropriate for students at this ELP level



OSSE Assessment
Accommodations SEDS
Crosswalk



SEDS Crosswalk

- The crosswalk aligns each SEDS (EasyIEP) accommodation to its equivalent accommodation, accessibility feature, or administrative consideration on the PARCC ELA and Mathematics assessments.

2017-2018 OSSE Assessment Accommodations SEDS Crosswalk

This crosswalk aligns each SEDS (EasyIEP) accommodation to its equivalent accommodation, accessibility feature, or administrative consideration on each District of Columbia statewide assessment (PARCC ELA/Literacy and PARCC Mathematics). A separate table is at the end of this document which lists features available for students with disabilities on the WIDA ACCESS for ELLs 2.0 Assessment. For more information about each accommodation and its eligibility criteria, including instructions for IEP teams in selecting and administering appropriate accommodations, please access guidance manuals and resources on the [OSSE Testing Accommodations website](#).

| SEDS Classroom Accommodations | SEDS Statewide Testing Accommodations | PARCC ELA/Literacy Accommodations 2017-18 | PARCC Math Accommodations 2017-18 |
|--|---------------------------------------|--|-----------------------------------|
| SETTING ACCOMMODATIONS | | | |
| Specialized Equipment, Furniture, or Lighting | | Adaptive and Specialized Equipment or Furniture <i>(administrative consideration)</i> | |
| Noise Buffer or Headphones | | Headphones or Noise Buffer <i>(accessibility feature)</i> | |
| Preferential Seating | | Specified Area or Setting <i>(administrative consideration)</i> | |
| Separate/Alternate Location | | Separate or Alternate Location <i>(administrative consideration)</i> | |
| Individual Testing | | Small Group Testing <i>(administrative consideration)</i> | |
| Small Group Testing | | | |
| Unique/Non-Standard Accommodation <i>(must submit request to OSSE on designated form)</i> | | Unique Accommodation Request | |



ELP SEDS Crosswalk

SECTION ONE: ACCOMMODATIONS

(Available only for EL students with disabilities)

| SEDS Statewide Testing Accommodation | ACCESS 2.0 Accommodation | ACCESS for ELLs 2.0 Test Domains | | | | Key Information - Available with both online and paper administrations unless noted |
|---|---|----------------------------------|---------|----------|---------|--|
| | | Listening | Reading | Speaking | Writing | |
| Directions Available in ASL | Interpreter signs test directions in ASL (SD) | | | | | |
| Audio Amplification | Manual control of item audio (MC) | | No | | | Audio for the Writing test is available as part of the online administration only. (N/A for Writing in paper test.) Online: allows the play button to be enabled by the student one time but cannot be paused or stopped. Paper: TA administers accommodation |
| Read Aloud for ELA/Literacy Assessments | Repeat item audio (RA) | | No | | | Listening audio may be repeated only one time. Speaking and Writing audio (where available) can be repeated multiple times. (N/A for Writing in paper test.) |
| | Read aloud Listening test response options by human reader (LH) | | No | N/A | N/A | The reader should read text exactly as it appears on screen or in the booklet. |
| | Repeat Listening test item response options by human reader (RL) | | No | N/A | N/A | Option to repeat 1x only. The reader should read text exactly as it appears on screen or in the booklet. |
| | Read aloud test items by human reader (HI) | | No | | | More intensive support that is available with paper administration only . May require 2 TAs. Paper-based writing accommodation applicable only for students in grades 4-12 who are taking the Tier B and C forms. |
| | Repeat test items by human reader (RI) | | No | | | More intensive support that is available with paper administration only. Repeat for L: 1x, Repeat for S&W: (as requested by the student) multiple times. May require 2 TAs. Paper-based writing accommodation applicable only for students in grades 4-12 who are taking the Tier B and C forms. |



ELP SEDS Crosswalk

| SECTION TWO: ACCESSIBILITY FEATURES & ADMINISTRATIVE CONSIDERATIONS (Available to all students participating in the ACCESS 2.0 Assessment) | |
|---|---|
| SEDS Statewide Testing Accommodation | ACCESS 2.0 Universal Tool (Accessibility Feature) or Administrative Consideration |
| Clarification/Repetition of Directions | Read test directions by Test Administrator |
| | Repeat test directions by Test Administrator |
| | Explain/clarify test directions in English by Test Administrator |
| | Clarify test directions in student's native language by Test Administrator |
| Redirect Student to Test | Verbally redirect student's attention to the test (English or Native Language) |
| Paper-Based Edition | Participate in different testing format (paper vs. online) |
| Student Reads Assessment Aloud to Themselves | Read Aloud to Self |
| Individual Testing | Individual or Small Group Setting |
| Small Group Testing | |
| Separate/Alternate Location | Test in a separate room or in study carrel |
| Preferential Seating | Specific Seating |
| Specialized Equipment, Furniture, or Lighting | Adaptive and Specialized Equipment, Furniture, Lighting, or Acoustics |
| Noise Buffer or Headphones | Audio aids (e.g., amplification device, headphones white noise machine) |
| Frequent Breaks | Frequent or Additional Supervised Breaks |
| Flexibility in Scheduling or Extended Time | Test administered in short segments |
| Color Contrast | Color Contrast/Color Overlay |
| Magnification | Low-vision aids, or magnification devices |



PARCC Accessibility Features and Accommodations Manual



The PARCC Accessibility System

- Updated in Fall 2017 (Sixth Edition)
- All accessibility features and accommodations available on PARCC
- Qualifying criteria for each feature
- In-depth guidance on administering each feature
- Linked to OSSE's Testing Accommodations webpage
<http://osse.dc.gov/service/testing-accommodations>

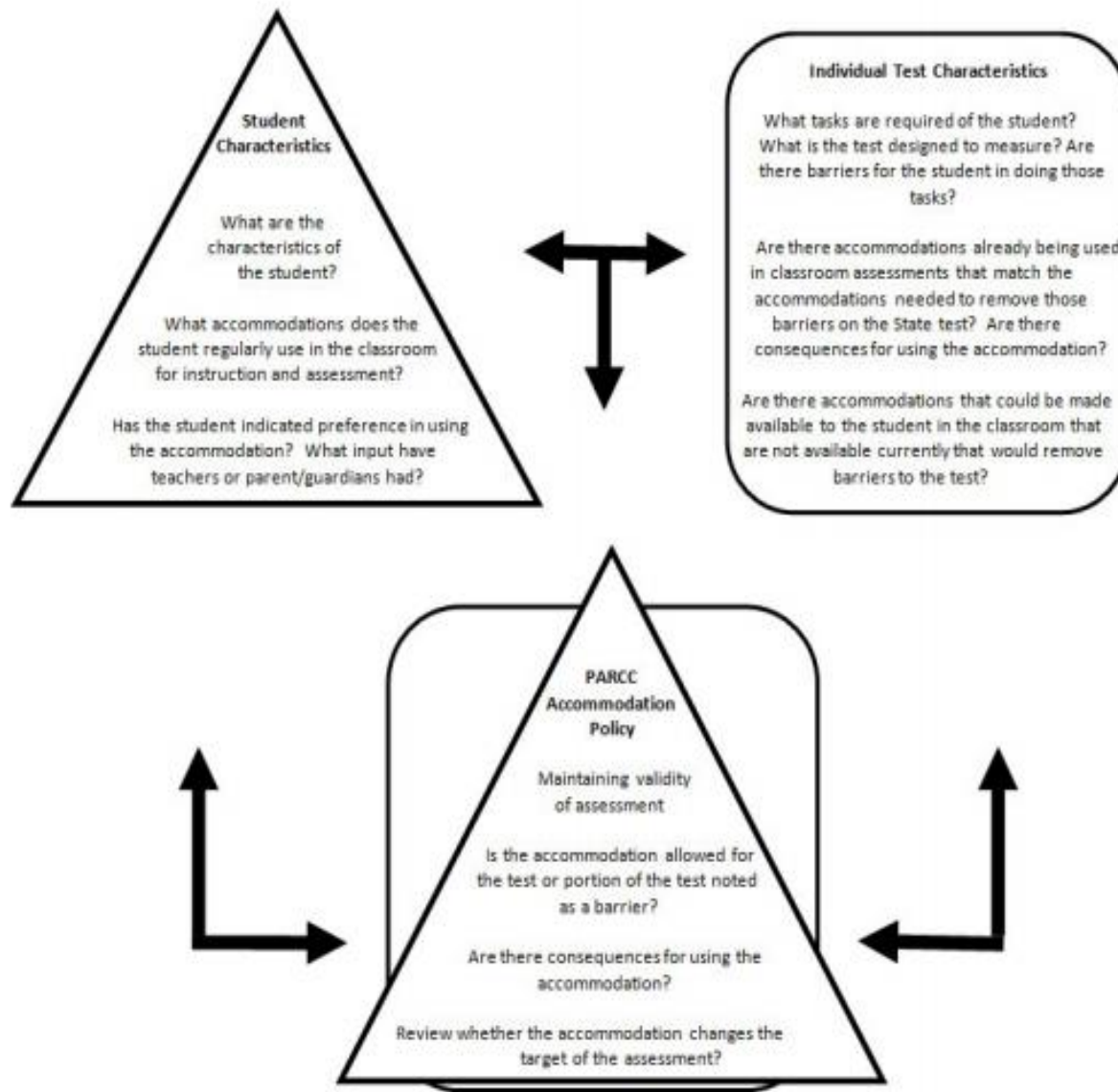




Selecting Accessibility Features and Accommodations

The IEP team responsible for selecting accessibility features and/or accommodations for ELs and/or SWDs should:

- Identify which accessibility features and accommodations might assist a student during daily instruction
- “Try out” the accessibility feature or accommodation with the student during instruction in that content area
- Evaluate the effectiveness of the feature or accommodation
- Determine which should be used on PARCC assessments





Assigning Accommodations Activity



Assigning Accessibility Features and Accommodations

- Each group has been provided a fictional student profile
- Use the decision making process to determine:
 - If the student would benefit from accessibility features
 - If the student requires accommodations
 - If the student’s accessibility features must be turned on in advance
 - If the student requires administrative considerations as an available tool or as an accommodation in their IEP
- Reference the sixth edition [PARCC Accessibility Features and Accommodations Manual](#)



Grade 3 Case Profile

Karen is 9 years old. Her primary disability classification is Specific Learning Disability. Karen receives 5 hours/week of specialized instruction services outside of the general education setting in the areas of ELA and Mathematics. She is able to add and subtract single digit numbers with the use of manipulatives. Karen often struggles with pacing on classroom based assignments and teacher made assessments. When completing assignments she also skips questions.



Grade 8 Case Profile

Jason is 13 years old and uses an assistive technology magnification device to take part in classroom discussions and activities, as well as to participate in assessments. Due to Jason's visual impairment, the background color on his computer screen has to be modified at times. He has also been assigned a seat in close proximity to the smart board. Jason's instruction takes place inside of the general education classroom setting with his same aged peers. While participating in assessments, Jason often becomes overwhelmed and anxious leading to his inability to complete the assessment. Jason receives 10 hours/week of specialized instruction in the areas of ELA and Mathematics.



Grade 11 Case Profile

Randy is 17 years old and receives instruction in the general education setting. Randy demonstrates difficulty with retention, however, he has not been formally evaluated to determine if specialized instruction services are warranted. While completing classroom assignments, Randy utilizes the process of elimination technique to determine the best possible answer. Randy's teachers are also aware of his ability to become easily distracted therefore he has been assigned a seat in close proximity to them. It has also been noted by teachers that Randy performs better on assessments when he reads the questions aloud to himself.



Grade 6 Case Profile

Makayla is 12 years old and receives specialized instruction services outside the general education setting in the area of ELA. Her primary disability classification is Other Health Impairment due to a medical condition that requires her to utilize the restroom frequently. Makayla struggles with spelling, decoding and sentence structure. While completing classroom based assignments and assessments, she will leave answers blank without attempting due to her frustration with spelling. Teachers have also observed a pattern of her sleeping in first and second period.



Q&A



Thank you!

Questions about Statewide Assessments:
OSSE.Assessment@dc.gov

Questions about Accessibility Features and
Accommodations for SWDs and ELs: **Michael.Craig@dc.gov**