Please sign in using this QR code.

2022-23 PARCC & DC Science Accommodations and Accessibility Features

Monday, Jan. 23, 2023

- We look forward to meeting with you today!
- Please mute your microphone and turn off video if you are not speaking to preserve bandwidth.
- This meeting will be recorded and posted to the OSSE Test Coordinator webpage.
- Please sign-in here.

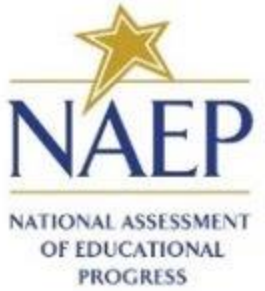
Welcome!

Please sign in using this QR code.

Agenda

- Introduction to Statewide Assessment in DC
- Introduction to PARCC & DC Science
- PARCC & DC Science Accommodations and Accessibility Features
- Classroom vs. Statewide Assessment Accommodations
- Identifying Accommodations for Individual Students
- Dissecting Specific Accommodations
- PARCC & DC Science Accommodations Resources

Introduction to Statewide Assessment in DC



Statewide Assessments

NAEP – National assessment of reading and mathematics, grades 4 and 8 (select schools)

ACCESS – English language proficiency, grades K-12

PARCC – English language arts (ELA) and mathematics, grades 3-high school

MSAA – Alternate ELA and mathematics, grades 3-8 and 11

DC Science – Science, grades 5, 8, and high school biology

DLM – Alternate science, grades 5, 8, and high school biology

2022-23 Statewide Testing Windows

Assessment	2022-23 Statewide Test Window
NAEP (Selected schools only)	March 20 – April 14, 2023
ACCESS for ELLs	Feb. 13 – March 24, 2023
MSAA & DLM	March 13 – April 28, 2023
PARCC & DC Science	April 3 – May 26, 2023* *(April 3 – May 19, 2023; paper accommodation window)

District of Columbia Assessment Coordination Timeline

Statewide Assessment Resources

- The 2022-23 Statewide Assessments Participation and Performance Policy is posted at: osse.dc.gov/publication/statewide-assessments-participation-and-performance-policy

- All test security forms and guidelines are posted at: osse.dc.gov/service/test-security-and-incident-forms

- Resources for Test Coordinators, including the assessment windows, overview of assessment roles and responsibilities, training schedule, contact information for administration support and more are posted at: osse.dc.gov/page/test-coordinator-resource

Introduction to PARCC & DC Science

PARCC & DC Science Assessments

The Partnership for Assessment of Readiness for College and Careers (PARCC) is the District of Columbia's annual assessment of mathematics and English language arts (ELA), based on the Common Core State Standards (CCSS).

DC Science is the District of Columbia's statewide assessment of the Next Generation Science Standards (NGSS).

PARCC & DC Science Assessments

PARCC mathematics and ELA are taken each spring in grades **3-8** and **in high school**.

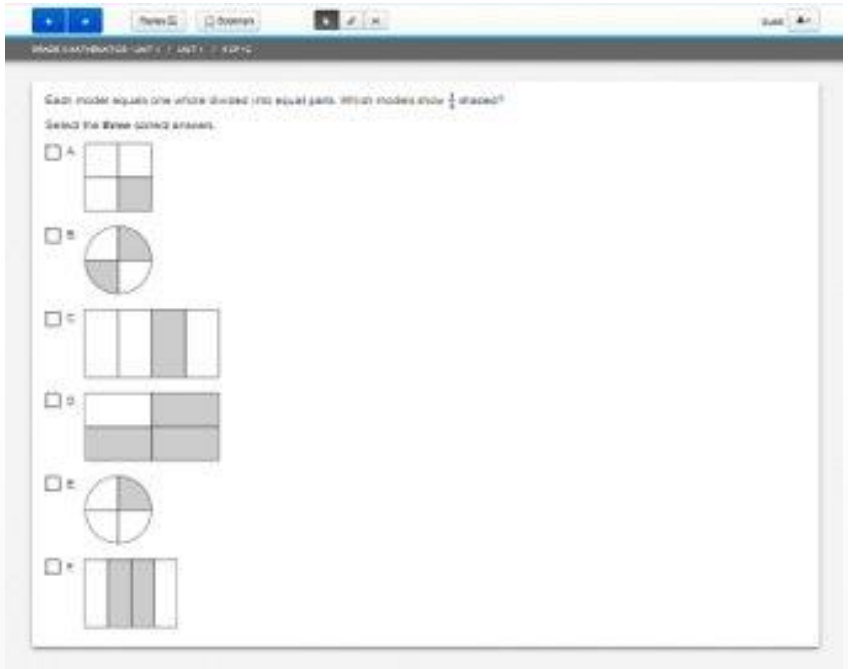
DC Science is taken each spring in grades **5**, **8** and **in high school**.

OSSE's participation policy outlines requirements for student test registration and can be found in the 2022-23 Statewide Assessments Participation & Performance Policy document.

PARCC & DC Science Assessment Platforms

TestNav8

Student Testing Platform



PearsonAccessNext (PAN)

Test Administration Management Platform

PARCC & DC Science Assessment Platforms

PearsonAccessNext (PAN) Production Site

PearsonAccessNext (PAN) Training Site

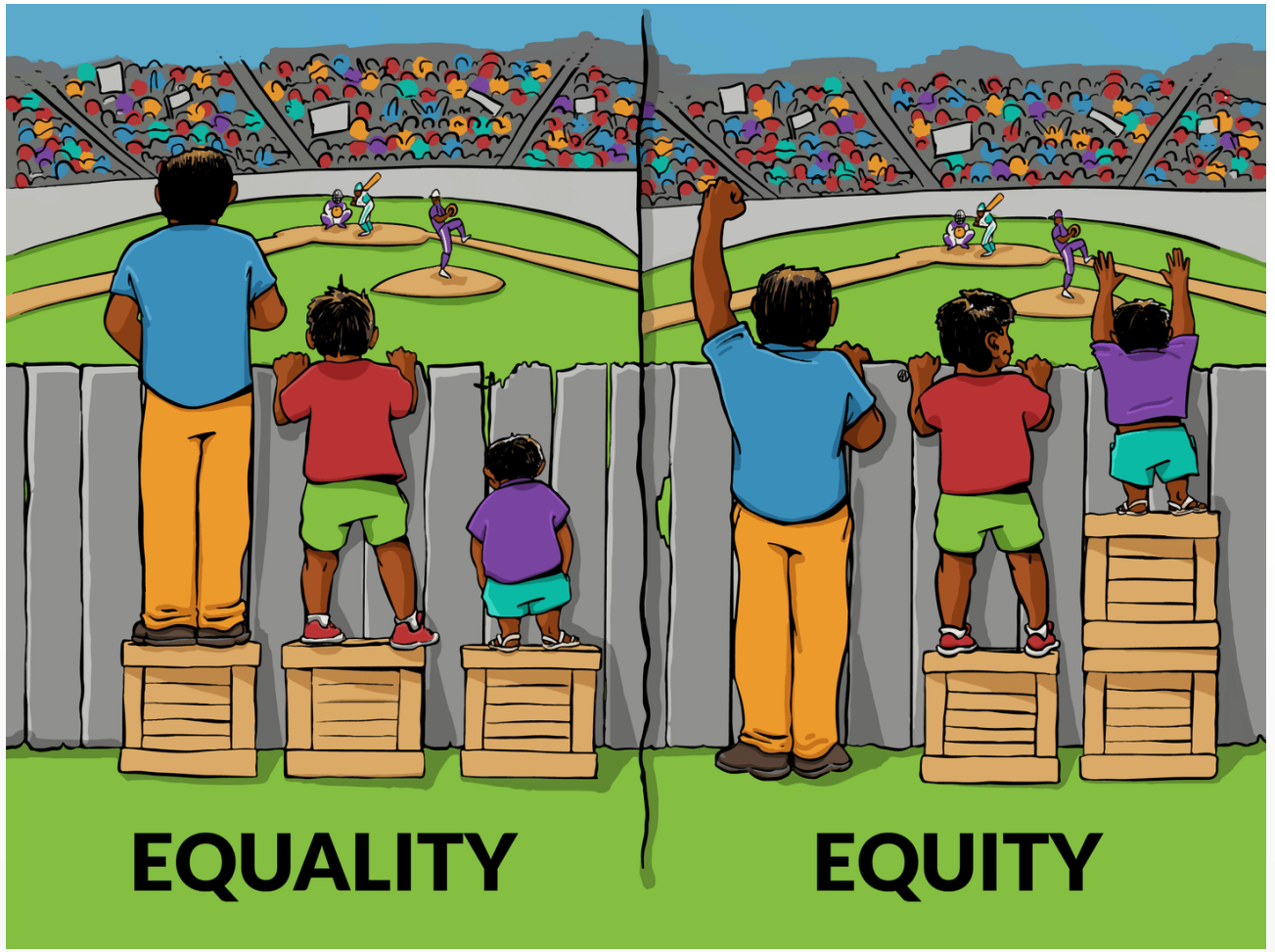
PARCC & DC Science Test Security

OSSE requires each school, including nonpublic schools, to submit a school test security plan via Quickbase, prior to testing.

- School test security plans provide OSSE with important details about test administration and test security at your school.
- School test security plans are due **15 business days prior to the first day of testing** at each school.
- Schools may not begin testing until their school test security plan is **approved** by OSSE.
- The Quickbase application is scheduled to open for 2022-23 in mid-January; schools should input testing dates in draft plans by **Feb. 15, 2023.**

PARCC & DC Science Accommodations & Accessibility Features

Equality vs Equity



Accessibility Features vs. Accommodations

According to the PARCC and DC Science Accessibility Features and Accommodations (AF&A) Manual:

- **Accessibility features** are tools, preferences, or administrative considerations 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 or DC Science assessments.
- **Accommodations** are 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. Accommodations are only available to students who have them documented in a current individualized education program (IEP), Section 504 Plan, or English learner (EL) Plan.

Warm-up

Accessibility Feature or Accommodation?

Sort the following list into accessibility features or accommodations:

Large Print Edition

Eliminate Answer Choice

Human Reader/Human Signer

Highlight Tool

Notepad

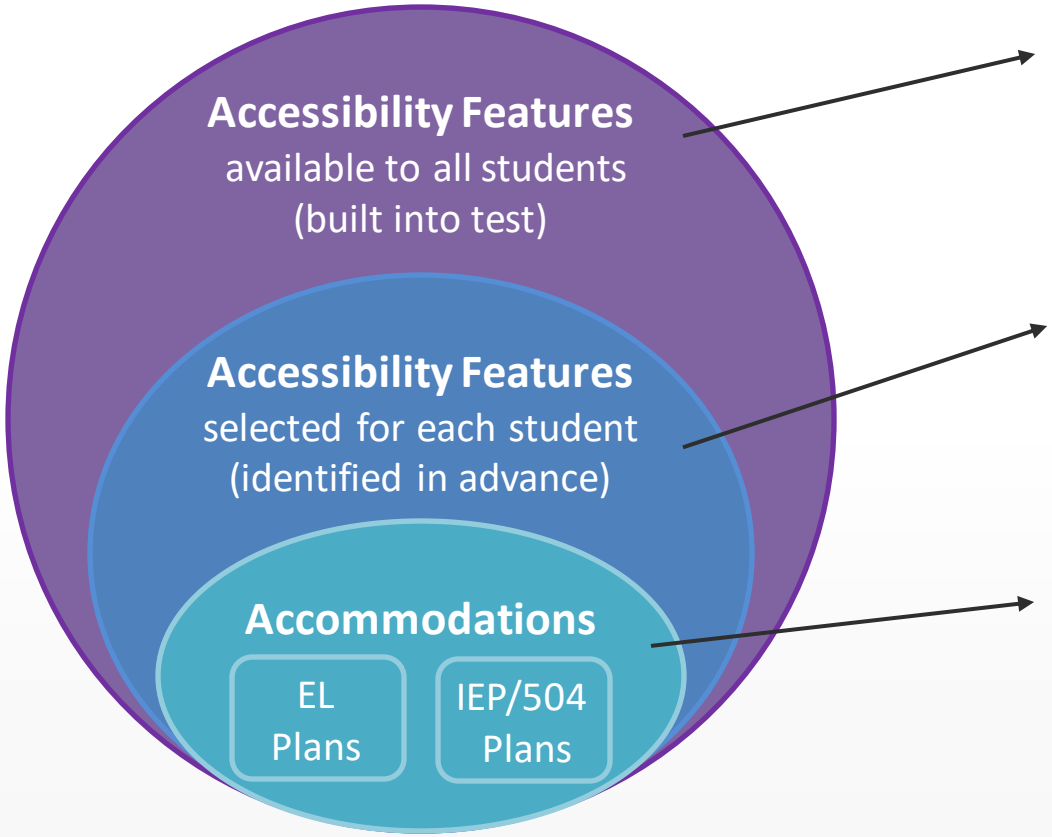
Individual Testing

Warm-up - Review

- **Accessibility features:**
  - Eliminate answer choice
  - Highlight tool
  - Notepad
  - Individual testing

- **Accommodations:**
  - Large print edition
  - Human reader/human signer

Accessibility System



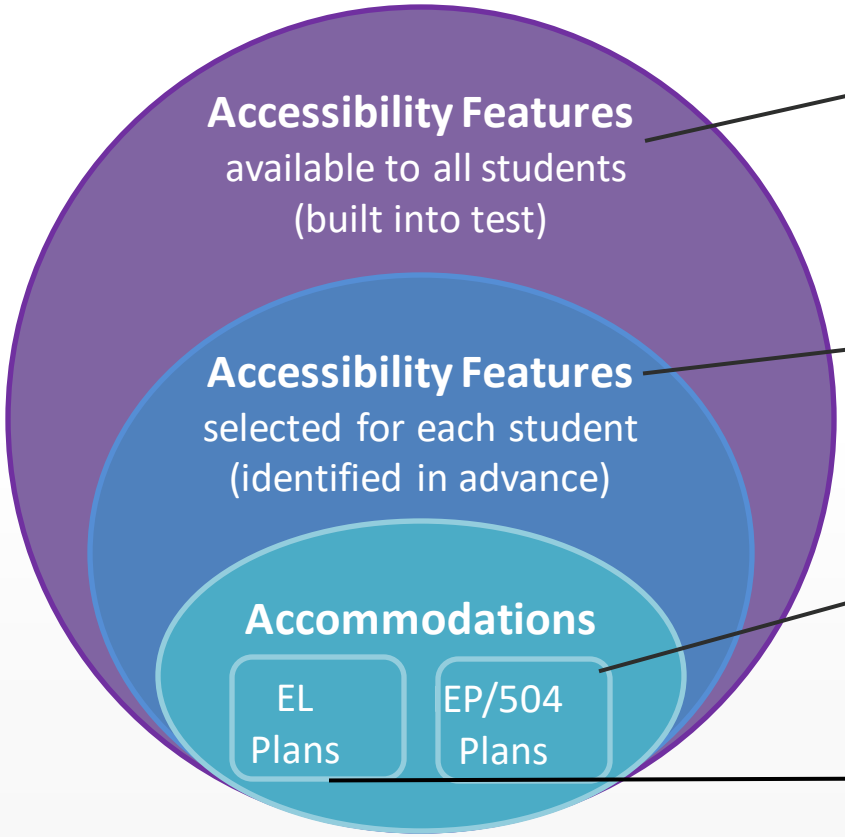
The assessment platform includes several accessibility features built into the system that **all students** can access at any time.

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 (IEPs or Section 504 plans)** and others for English learners (**ELs) with EL plans.**
Accommodations must be documented in the IEP/504/EL plan, and in the student's Personal Needs Profile.

Accessibility System

Examples of each type of feature:



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

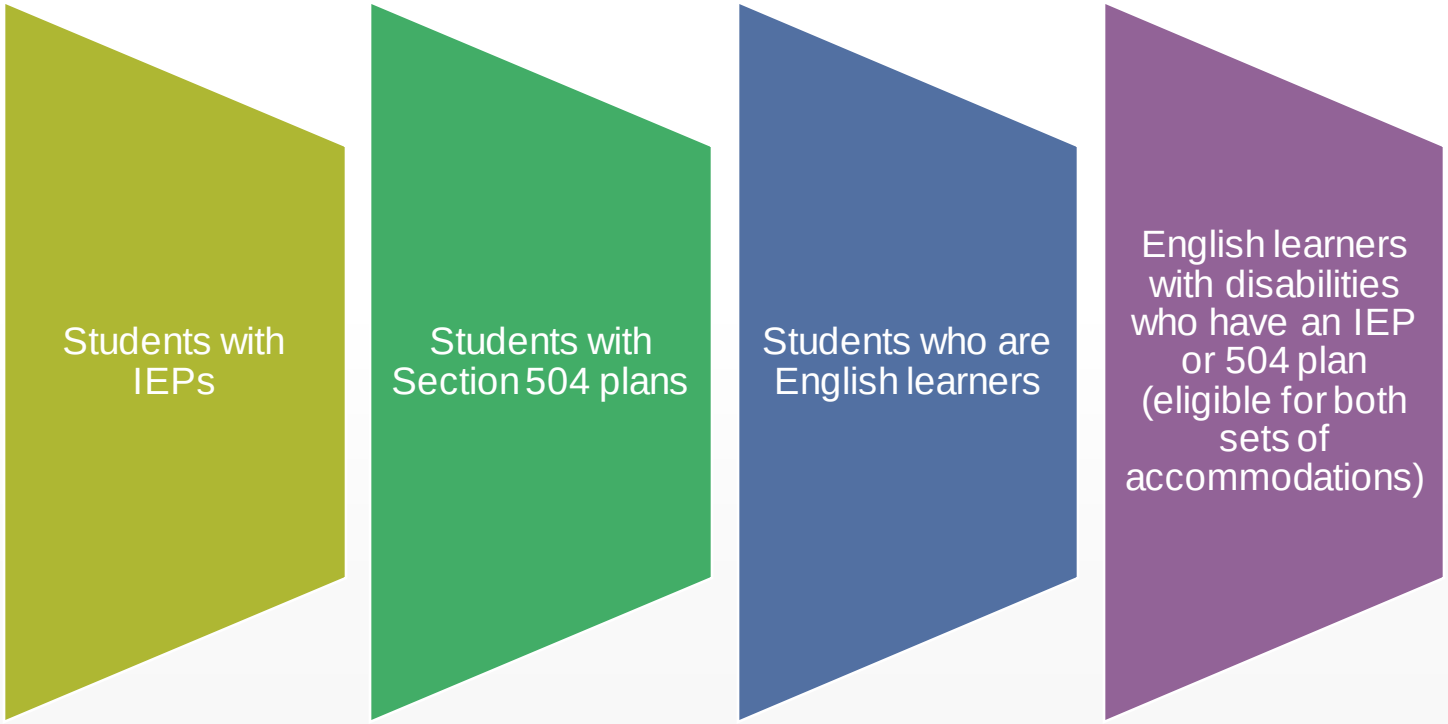
- Text-to-Speech for Math Assessment
- Color Contrast
- Frequent breaks (admin consideration)
- Small group testing (admin consideration)

- Text-to-Speech for ELA
- Human signer for test directions
- Screen reader for ELA/Literacy

- Word-to-word dictionary
- Translation of math to Spanish

Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments



Classroom vs. Statewide Assessment Accommodations

Classroom Accommodations

- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of the classroom assessment.
- Accommodations should:
  - Provide equitable access during instruction and assessments
  - Mitigate the effects of a student's disability
  - Not reduce performance expectations
  - Not change the construct being assessed

Classroom Accommodations

- The IEP, 504, or EL team should:
  - Discuss which accessibility features and accommodations might assist a student during daily classroom instruction
  - Determine which accessibility features and accommodations to "try out" with the student during instruction
  - Document and evaluate the effectiveness of the accessibility features and accommodations
  - Adjust the student's use during instruction
  - Determine which accessibility features and accommodations to use on PARCC/DC Science based on classroom results

Statewide Testing Accommodations

- Statewide accessibility features and accommodations should not be assigned broadly to all students with the same disability.
- The IEP, 504, or EL team should:
  - Discuss accessibility features and accommodations separately for each content area assessment
  - Select accessibility features and accommodations that increase a student's access to the assessment and remove barriers
  - Obtain student input when selecting accessibility features and accommodations
    - Students should be able to practice using accommodations prior to testing
    - Test Administrators should have knowledge of how to provide accommodations prior to testing

Statewide Testing Accommodations - Continued

- Avoid using a “kitchen-sink” method that provides students with unnecessary or mutually contradictory accommodations.
  - Examples include:
    - ASL video and human signer
    - Text-to-speech and human reader
  - Ensure that Test Administrators know which accommodations need to be provided to students in their session.
    - Test Administrators may need to be trained to learn how to deliver specific accommodations without compromising content.

Identifying Accommodations for Individual Students

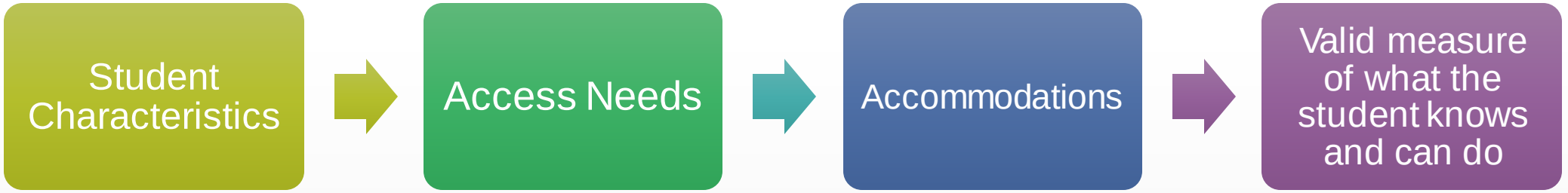
Decision Making Process

There are several considerations for selecting assessment accommodations for students with disabilities, ELs, and ELs with disabilities:

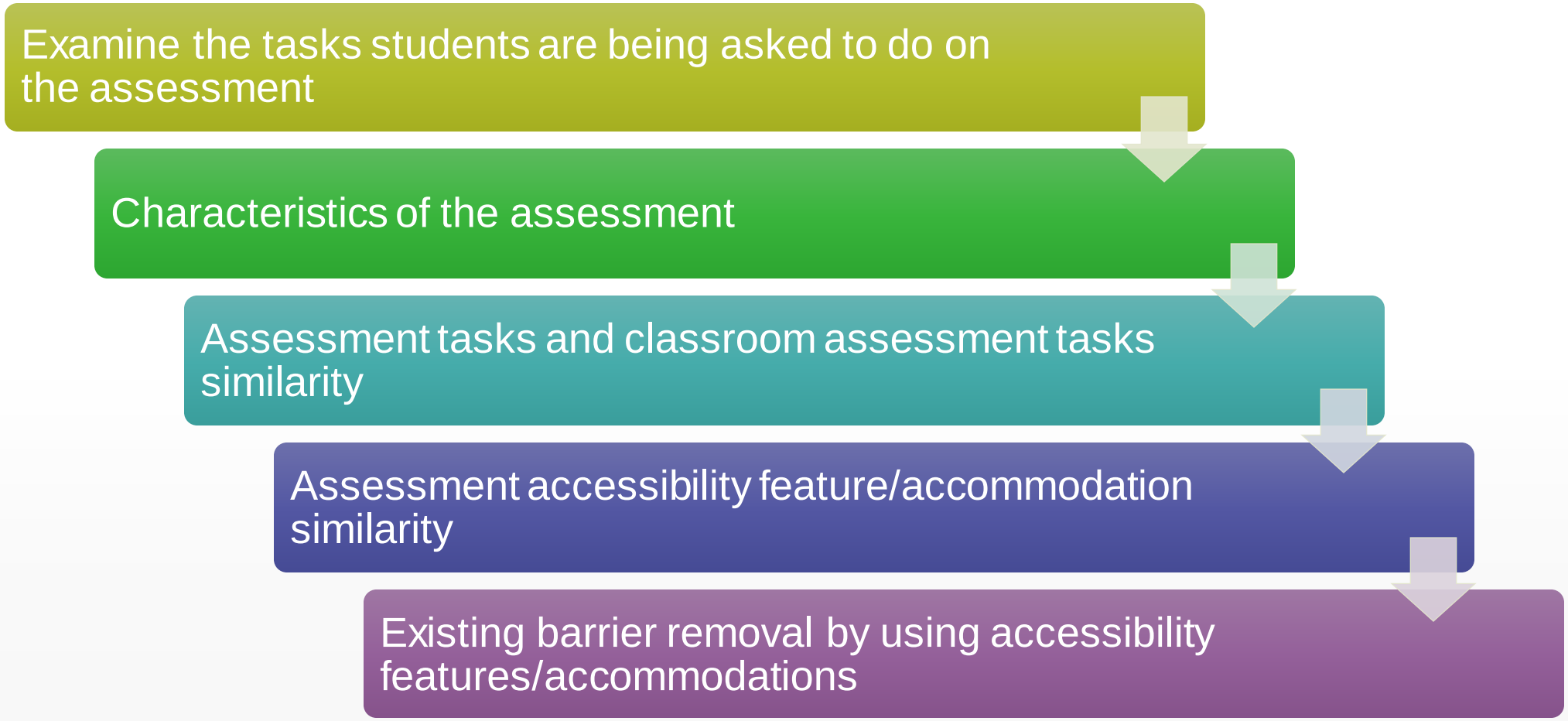
Factors		
Student Characteristics	Individual Test Characteristics	Assessment Accommodation Policy
What are the characteristics of the student?	What tasks are required of the student? What is the test designed to measure?	Maintaining validity of assessment
What accommodations does the student regularly use in the classroom for instruction and assessment?	Are there accommodations already being used in classroom assessments that match the accommodations needed to remove those barriers on the state test?	Is the accommodation allowed for the test or portion of the test noted as a barrier?
Has the student indicated preference in using the accommodation? What input have teachers or parent/guardians had?	Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers to the test?	Are there consequences for using the accommodation?

Student Characteristics

- Student characteristics and access needs impact the selection of accessibility features and accommodations.
- Accessibility features and accommodations should **remove barriers** to learning.



Individual Test Characteristics



Accessibility Features and Accommodations Policies

Guiding Questions for Accessibility Feature and Accommodation Selection

- What are the student's learning strengths and challenges, and are these based on language needs, a disability, or both?
- Which accessibility features and/or accommodations are regularly used by the student during instruction and assessments?
- What difficulties did the student experience when using accessibility features and/or accommodations?
- Should an existing accessibility feature and/or accommodation be implemented differently?
- What specialized instruction is required by the student to achieve grade-level or course content standards?

Updating Accessibility Features and Accommodations

- In rare instances (late IEP meetings, new student transfers, etc.) new accommodations may be required for a student after the assessment window has opened.
- If the student has not started testing, new accommodations can be used if suggested by the IEP team at that LEA.
- Reminder: Statewide assessment accommodations should be consistent with those provided to a student for classroom instruction.
  - LEAs should introduce new accommodations to the student in a classroom setting prior to testing, if possible.

Updating Accessibility Features and Accommodations – Continued

- It's important that any accommodations that trigger paper materials (human reader, Braille, large print, paper version) are entered in the PNP by the February deadline.
  - LEAs need to verify and complete SR/PNP data by **Feb. 21, 2023**.
  - Nonpublic schools need to verify and complete SR/PNP data by **Feb. 24, 2023**.
- Additional materials will need to be ordered if a new accommodation has been assigned after the automatic shipping window has passed.
- Accessibility features and accommodations that don't involve paper materials can be updated at any point prior to testing.

Dissecting Specific Accommodations

Hand-held Dictionary for PARCC and DC Science

- Word-to-Word Dictionary (English/Native Language)
  - This is a school-provided accommodation where the student uses a published word-to-word hand-held dictionary.
  - Dictionaries cannot contain phrases, definitions or pictures of words.
  - For a list of allowable dictionaries, OSSE suggests following the *Bilingual Dictionaries and Glossaries Authorized for Use by English Learners* guide published by the Massachusetts Department of Education.

Read Aloud for ELA/Literacy Assessments (SEDS)

- Text-to-Speech, ASL Video, Human Reader/Human Signer (SR/PNP for PARCC ELA)
  - Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments.
  - Intended for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment.
  - Student's disability severely limits or prevents their ability to access printed text by decoding.
  - Not intended for a student reading somewhat (i.e., moderately) below grade level.
  - Observable repeated attempts to teach the student how to decode printed text.

Calculation Device on Non-Calculator Sections

- Calculation Device and Mathematics Tools (on Non-Calculator Sections)
  - Provides access for students with a disability that severely limits or prevents their ability to perform basic calculations.
  - Student is unable to perform single-digit addition, subtraction, multiplication, or division.
  - Student's inability to perform math calculations is documented in evaluation summaries from locally administered diagnostic assessments.
  - Student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device.
  - Guidance for allowable calculators can be found on the PARCC and DC Science Administration Resources site.
    - Note: Standard handheld calculators on the CALCULATOR section are NOT an accommodation.

Text-to-Speech for Mathematics

- Human Reader/Human Signer Accessibility Feature for Mathematics
  - Student uses a human reader, human signer, text-to-speech function, or audio file to hear the test questions.
  - Students using human reader should be tested individually or grouped together with those taking the same test form.
    - Students with the TTS feature do not need to be grouped together since headphones are used.
  - Text-to-speech for mathematics is an accessibility feature.
  - Refer to Appendix B in the PARCC Accessibility Features and Accommodations Manual.

Assistive Technology - External Devices

- Some assistive technology accommodations require a device separate from the student testing device.
- Examples include refreshable braille display, external word prediction, screen reader device (Jaws, NVDA), and non-screen reader (Co:writer, Read&Write Gold).
- External devices will need to be set up with the student testing device prior to administering assessments.
- Reminder: Statewide assessment accommodations should be consistent with those provided to a student for classroom instruction.
  - If a student has not been utilizing an external device during the school year, assessments should not be the first time they are introduced.

Spanish Transadaptation

- Spanish transadaptation is available for PARCC Math and DC Science.
  - Column CE on the SR/PNP.
- Students taking a Spanish form can respond in Spanish or English.

Spanish Transadaptation with Text-to-Speech (TTS)

- Spanish TTS is only available for PARCC math, not DC Science.
- **MATH ONLY**: If the student needs Spanish with TTS, leave the Spanish Transadaptation field blank (CE), and select one of the Spanish TTS values in the Text To Speech column (CG).
- **SCIENCE ONLY**: A student who needs the DC Science assessment read aloud in Spanish will need Human Reader or Human Signer assigned. Test Administrators should be fluent in Spanish and English.
  - Use column CH in the SR/PNP to assign Human Reader or Human Signer.

Unique Accommodations

- Students may require a unique/non-standard accommodation that is not listed on the IEP and does not change the construct being measured by the test.
  - Request forms should be completed and submitted to the OSSE Assessment Team at least four weeks prior to school testing.
  - Unique Accommodation Request Forms can be found on the OSSE Testing Accommodations website.
  - Unique Accommodations are intended to support the student's ability to perform on a statewide assessment.
    - Requests that could potentially invalidate a student's score will not be approved (e.g., testing units over multiple days).

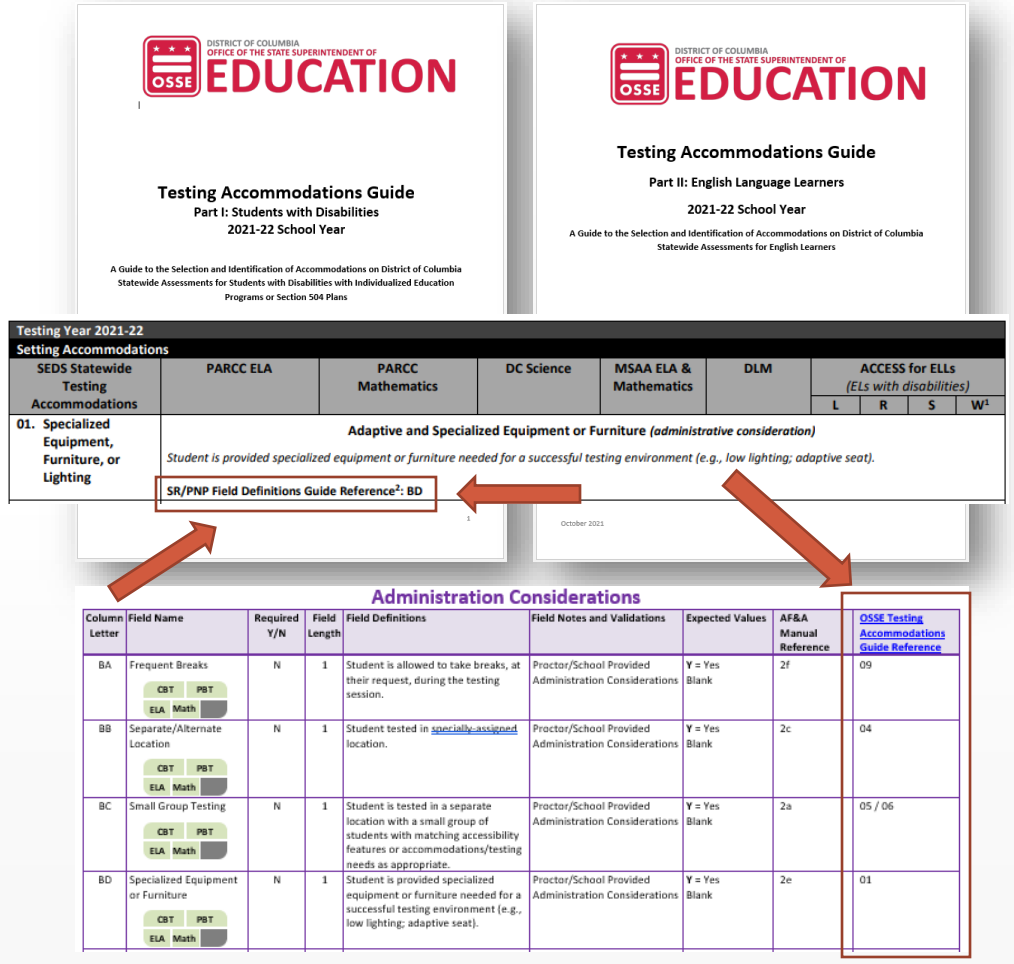
Emergency Accommodations

- Students may require an emergency/non-standard accommodation that is not listed on the IEP and does not change the construct being measured by the test.
  - Emergency Accommodations can be submitted to the OSSE Office of Assessments before the start of testing.
  - Emergency Accommodation Request Forms can be found on the OSSE Testing Accommodations website.
  - Emergency Accommodations are intended to support the student's ability to perform on a statewide assessment.
    - Requests that could potentially invalidate a student's score will not be approved (e.g., testing units over multiple days).

PARCC & DC Science Accommodations Resources

PARCC & DC Science Accommodations Resources

- Resources to assist LEAs in completing the Personal Needs Profile (PNP) have been updated for the 2022-23 school year
  - The OSSE Testing Accommodations Guides (TAGs) are linked here: osse.dc.gov/service/testing-accommodations
  - The SR/PNP template and Field Definitions Guide has been posted in PAN.
  - The 8th edition of the AF&A Manual is posted here: dc.mypearsonsupport.com/manuals/



Testing Accommodations Guides & PearsonAccess^{Next}

- Each numbered SEDS Statewide Testing Accommodation is referenced in the OSSE Testing Accommodations Guide Reference column of the SR/PNP Field Definitions Guide for PARCC and DC Science.
- The SR/PNP Field Definitions Guide references sections in the AF&A Manual. This AF&A Manual provides more detailed explanations of assigning and administering the specific accommodation or accessibility feature.

SEDS Statewide Testing Accommodations
01. Specialized Equipment, Furniture, or Lighting
02. Noise Buffer or Headphones
03. Preferential Seating

Administration Considerations

Column Letter	Field Name	Required Y/N	Field Length	Field Definitions	Field Notes and Validations	Expected Values	AF&A Manual Reference	OSSE Testing Accommodations Guide Reference
BA	Frequent Breaks CBT PBT ELA Math	N	1	Student is allowed to take breaks, at their request, during the testing session.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2f	09
BB	Separate/Alternate Location CBT PBT ELA Math	N	1	Student tested in specially-assigned location.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2c	04
BC	Small Group Testing CBT PBT ELA Math	N	1	Student is tested in a separate location with a small group of students with matching accessibility features or accommodations/testing needs as appropriate.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2a	05 / 06
BD	Specialized Equipment or Furniture CBT PBT ELA Math	N	1	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).	Proctor/School Provided Administration Considerations	Y = Yes Blank	2e	01

Testing Accommodations Guides & PearsonAccess^{Next}

- While assigning SEDS accommodations in the SR/PNP or PearsonAccess^{Next} (PAN), refer to the TAGs and the SR/PNP Field Definitions Guide.

04. Location with Minimal Distractions	**Separate or Alternate Location *(administrative consideration)***
	Student is tested in a location other than their originally scheduled testing classroom.
	SR/PNP Field Definitions Guide Reference: BB

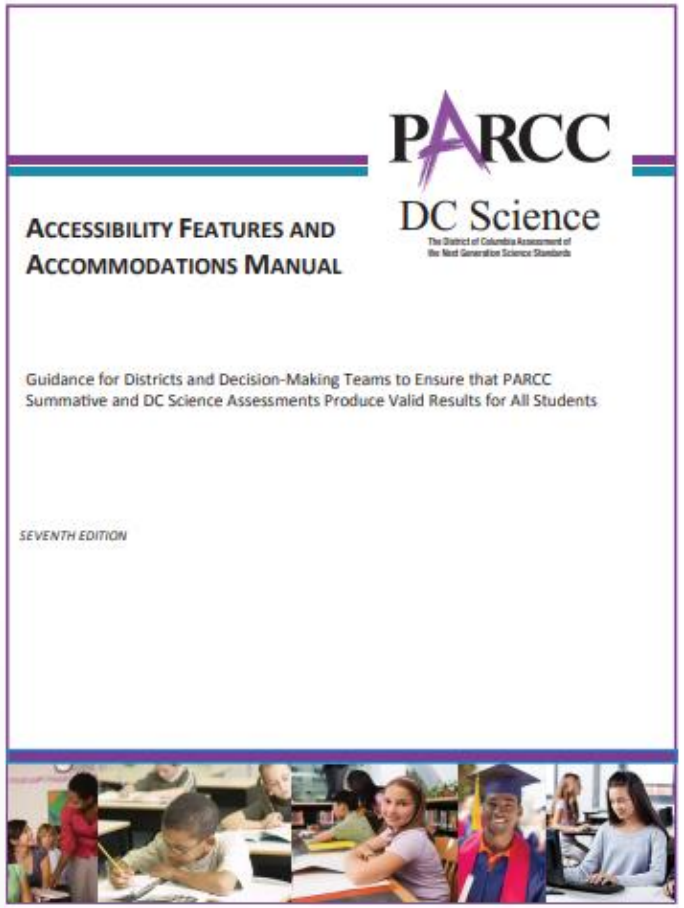
Administration Considerations

Column Letter	Field Name	Required Y/N	Field Length	Field Definitions	Field Notes and Validations	Expected Values	AF&A Manual Reference	OSSE Testing Accommodations Guide Reference
BA	Frequent Breaks (CBT PBT ELA Math)	N	1	Student is allowed to take breaks, at their request, during the testing session.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2f	09
BB	Separate/Alternate Location (CBT PBT ELA Math)	N	1	Student tested in specially-assigned location.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2c	04
BC	Small Group Testing (CBT PBT ELA Math)	N	1	Student is tested in a separate location with a small group of students with matching accessibility features or accommodations/testing needs as appropriate.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2a	05 / 06
BD	Specialized Equipment or Furniture (CBT PBT ELA Math)	N	1	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).	Proctor/School Provided Administration Considerations	Y = Yes Blank	2e	01

Questions?

The PARCC/DC Science Accessibility System

- PARCC and DC Science Accessibility Features and Accommodations (AF&A) Manual
- All accessibility features and accommodations available on PARCC and DC Science
- Qualifying criteria for each feature
- In-depth guidance on administering each feature
- dc.mypearsonsupport.com/manuals/



OSSE Testing Accommodations Guides

osse.dc.gov/service/testing-accommodations

Additional PARCC & DC Science Trainings

- LEA Test Coordinator Training / PearsonAccess^{next} 101: recording is posted on the OSSE Test Coordinator page.
- Assessment Accommodations Training:
  - **(Today)** Option 1 in-person: Jan. 23, 2023, 1-3 p.m.
  - Option 2 webinar: Jan. 31, 2023, 10 a.m.-12 p.m.
- SR/PNP Workshop/Office Hours:
  - Option 1 in-person: Feb. 8, 2023, 1-3 p.m.
  - Option 2 in-person: Feb. 14, 2023, 10 a.m.-12 p.m.
- Technology Coordinator Webinar: Feb. 16, 2023, 1-3 p.m.
- Technical Assistance during Testing Webinar: March 16, 2023, 1-3 p.m.
- Assessment Closeout Procedures Webinar: May 11, 2023, 10 a.m.-12 p.m.

OSSE Assessment Office Hours Bookings Link

Area	Topic	Point of Contact
Assessment Policy	Every Student Succeeds Act (ESSA) & General Assessment Policy	**Stephanie Snyder,** Director of Assessments Stephanie.Snyder@dc.gov **Lauren Thompson,** Deputy Director of Assessments Lauren.Thompson@dc.gov
	Data, Reporting, Business Rules	
	Test Integrity and Security	
	Special Populations	**Asaad Fulton**, Assessment Specialist, Special Populations Asaad.Fulton@dc.gov
Test Administration	NAEP	**Cassidy Schenley**, NAEP State Coordinator Cassidy.Schenley@dc.gov
	PARCC	**Yolanda Barber**, Assessment Specialist, Mathematics Yolanda.Barber@dc.gov **Rachel Knaizer**, Assessment Specialist, ELA Rachel.Knaizer@dc.gov
	DYNAMIC LEARNING MAPS / DC Science	**Chelsea Charland**, Assessment Specialist, Science Chelsea.Charland@dc.gov
	msaa / WIDA	**Asaad Fulton**, Assessment Specialist, Special Populations Asaad.Fulton@dc.gov
Assessment Literacy	LEA/School Workshops and Trainings	**Stephanie Snyder,** Director of Assessments Stephanie.Snyder@dc.gov

OSSE

OSSE Assessments Webpage: osse.dc.gov/assessments

Thank You!