2022-23 PARCC & DC Science Assessment Accommodations Training

Slide Number	Time Stamp	Transcript
2	12:44	**Rachel Knaizer:** Thank you everyone for your patience on a Tuesday that kind of feels like a Monday. People are still settling in and just a reminder, please make sure that you sign in using the . . .
3	12:59	. . .QR code that you see here. We want to make sure that when we communicate with you, we know that you've received this training or we can reach out to people who have not received this training. We have automatically muted and turned off the video for you, just to make sure that we preserve your bandwidth and allow continuity of presentation. However, if you see that your mic is available or your camera is available, please make sure that you turn it off. We will be recording this meeting and posting it to the OSSE Test Coordinator webpage. The slide will likely be posted first, followed by the recording. So, if you, or a colleague, would like to review or be introduced to this content, it will be made available to you.
4	13:55	You are here for our PARCC and DC Science Testing, Accommodations and Accessibility Features training. Like most of our presentations, we'll begin with an overview or introduction to our statewide assessment and then specifically PARCC and DC Science. From there, we'll move into the general testing and accommodation features—or testing accommodations features—of PARCC and DC Science and how that looks compared to and is different from assessment accommodations or general accommodations you may see in the classroom. We'll help guide you through identifying accommodations for individual students and dissecting specific accommodations that may appear for PARCC and DC Science. We'll conclude then with any resources or recommended resources to help you prepare for your student registration—that's SR/PNP or Personal Needs Profile—uploads for your students.

If at any point you have questions, please feel free to drop them in the chat and one of us will either answer it directly in the chat or through the presentation. |
| 5 | 15:16 | Let's take a look at what our statewide summative assessment portfolio looks—looks to be in the District of Columbia. |
| 6 | 15:25 | As you may know, we have six assessments, summative assessments, that we administer in DC. The first is NAEP, which is the National Assessment of Reading and Mathematics presented in grades four and eight. These are administered to select schools only and our administration selection in this particular year is quite small. So, if you have not heard from us, you are not included in this selection. The second assessment is WIDA or ACCESS for ELLs. This assessment is given to English language learners to determine proficiency levels in grades K through 12. This is the beginning of our major testing season, and that testing window opens, as you probably, know quite shortly.

The [next] assessment is PARCC or the Partnership for Academic Readiness for College and Careers—almost got that out without stumbling. Um, PARCC is our summative assessment for ELA and mathematics given to students in grades three through eight and select high school courses. It has a partner program for students with significant cognitive disabilities and that is MSAA. MSAA is our alternative ELA and mathematics test given [to] students in grades three through eight and 11.

We then have DC Science, which [is] our science summative assessment administered to students in grades five, eight, and in high school biology. Its companion for those students with significant cognitive disabilities is, um, and DLM, in grades, which is administrated in grades five, eight, and in high school biology. |
| 7 | 17:24 | Throughout the academic year, or school year, we have assessment windows for each of these, um, major summative tests. As I mentioned earlier, ACCESS begins, ACCESS is our first and begins shortly on February 13, followed by MSAA and DLM, and then finally—what you're here for—PARCC & DC Science. |
| 8 | 17:48 | I'm going to pause here because I would be remiss if I didn't introduce the team of professionals—I'm going to call us professionals—who work behind the scenes to help you administer these assessments to your LEAs and schools.

My name is Rachel Knaizer. I'm the ELA Assessment Specialist and I also help oversee some of the work behind general test administration. I'm joined by my colleagues, Yolanda Barber, who is the Math Assessment Specialist, Chelsea Charland, who |

		oversees science, and Asaad Fulton for special populations. You'll hear from most of us throughout the meeting.
		This particular slide outlines the activities that you will be conducting throughout the school year and divides the responsibilities between the LEA Assessment Manager, LEA Test Coordinators, School-Based Test Coordinators, OSSE staff, and even some technology staff. We review these in a number of meetings, so I encourage you to go back through any slideshow that we've presented throughout the year and determine what roles you may fulfill.
9	19:12	On our OSSE website we provide the number of resources for you to help you determine who you're supposed to test and in what manner. The first is the Statewide Assessments Participation and Performance policy that you can find on the OSSE website. And also on the OSSE website is all test security forms and guidelines. And then finally, any resources for you, LEA Assessment Managers and Test Coordinators can be found on the Test Coordinators Resources page of the OSSE website.
10	19:52	We'll transition now into general introduction for PARCC and DC Science.
11	19:58	As I stumbled over earlier, but is more clearly articulated on this slide, the partnership for Ac—take two—the Partnership for Assessment of Readiness for College and Careers or PARCC is our summative assessment for mathematics and English language Arts that's based on the Common Core State Standards. Its companion is the DC Science test, which measures the Next Generation Science Standards for students throughout DC.
12	20:33	Both PARCC and DC Science assessments are administered to students in elementary, middle and high school. For PARCC, it's administered to students in grades three through eight and select courses in high school, depending on course participation. And DC Science is taken in five, eight and for high school biology.
13	20:59	In order to administer these tests, we use two different platforms. The first that you see on the left is Test Nav 8. That's the student testing platform. That's the platform through which they will receive and take the test. The second platform is Pearson Access^{next}. That's the test administration management platform. That's where you upload all of your records, adjust students' registration, and, as we'll explain in a little bit, outline their accommodations and accessibility features.
14	21:40	PAN or the Pearson Access^{next} platform actually is two sites, one in blue or gray is the—um—I would consider like a live site. That's where you actually administer the test in the testing window. And then what you see on the right-hand side of the screen is our testing or training site. That's where you can use the latter for infrastructure trials, practice tests, and generally familiarizing your students with what PARCC actually looks like.
15	22:22	We require at OSSE that every school, including nonpublic, submit a. . .[school test] security plan in the . . . [QuickBase] app prior to testing. This give us at OSSE information about who's testing when, where, and how. In general, administration information at your school. They are due 15 days before the first day of testing. And, as a general practice, I would encourage you to plan for more than 15 days in the event of reviews, revisions, or resubmissions. You may not, as a school or LEA, begin testing until the test security plan is officially approved by OSSE. The QuickBase app, as you know, is already open and schools may begin inputting their drafts for the PARCC/DC Science administration now up through Feb. 15. To differentiate the draft really just outlines who the authorized personnel will be, when you expect to begin testing, and where you'll begin testing. It is not the complete school test security plan, just the very beginning.
16	23:50	OK, I'm gonna hand this off now to Assad, who will go through the general accommodations and accessibility features.
		Asaad Fulton: Awesome. Thank you so much, Rachel, and good morning everyone. Happy Tuesday. Um, Rachel. I'm not able to forward through, um, through the link to the presentation. Can I ask you to, um, change the styles?
		Asaad Fulton: Never mind, it's working for me. Thank you.
		Rachel Knaizer: Okay, good.
		Asaad Fulton: Okay, we're going to start off with our standard picture that represents equality and equity to start of this section of our presentation.

17	24:41	In giving every student the same thing, it's not actually fair when people start from different places. Equality is the box and equity are the different heights of the three people. Students with this are students with disabilities, so accommodations and accessibility features are designed to level the playing field for students with disabilities.
18	25:10	So according to the PARCC and DC Science 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, excuse me, 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. The key distinction is that 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 EL plan, English learner plan.
19	26:16	And just for a quick warm up, we're going to take a few minutes to sort the list into accessibility features or accommodations. You can jot them down if you have a notepad near you. If you want to put them in the chat, please feel free, but we'll just take, like, a few moments just to sort this small list out into accessibility features and accommodations, and I will share or ask anyone if they wanna share in a few minutes and I'll also show the answers as well.

Take about maybe 10 to 15 more seconds.

Did anyone want to share or should I just continue forward?

Rachel Knaizer: Everyone is muted so I suggest. . .

Asaad Fulton: Oh, they can't unmute themselves at all. Oh, I'm sorry you did say that, Rachel. Thank you.

Rachel Knaizer: Right. That's OK. I would say share or, um, if someone wants to pop it in the chat.

Asaad Fulton: Yeah, I see. I'll see if anyone wants to pop it in the chat, but if not I'll just continue.

OK.

So here are the way, here is the list and how we sorted it. Individual testing is an administrative consideration available to all students and does not require specific. . . |
| 20 | 28:44 | . . . documentation. It is included in the accessibility feature of small group testing and has a space to document it in the SR/PNP. In the SR/PNP you will see it in column BC and that will make sense in a second.

The accessibility system is designed to provide all students with the tools needed to perform on assessments. |
21	29:18	The accessibility features the purple circle are built—are built—into the system and are available for all students to use versus the blue circle, which is specific accessibility features available to all students but must be selected during the student registration. The teal circle represents a smaller number of students that have accommodations available to them that are highlighted in their IEP, 504 or EL plans, as well as the PNP or Personal Needs Profile.
22	29:52	And this just gives you some examples of how each one of these accessibility features or items will fit into the different parts of the circle. So, like a line reader tool is built into the test, all students will have access to use that. Text-to-speech for the math assessment is an accessibility feature that needs to be identified in advance, and then you have specific accommodations like the word-to-word dictionary, which would be for EL, students that have EL plans. And then, like, human signer or screen reader for ELA and literacy would be something that would be outlined in IEP or 504 plans for students.
23	30:53	So, breaking down the teal circle even more, here are the different categories of students that would fall into that. Students with disabilities that have an IEP or Section 504 plan and EL students or EL students with disabilities.
24	31:20	And we're going to move on to classroom versus statewide assessment accommodations.

25	31:34	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 the performance expectations and not change the construct being as being assessed.
26	32:06	The IEP, 504, or EL team should discuss which accessibility features and accommodations might assist a student during daily [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 and DC Science based on classroom results.
27	32:54	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, and test administrators should have knowledge of how to provide accommodations prior to testing.
28	33:47	And lastly, we want to avoid using a kitchen sink method that provides students with unnecessary or mutually contradictory accommodations. Examples of this would include ASL video and a human signer, text-to-speech and a human reader. We want to ensure that test administrators know that accommodations need to be provided for students in their session, which accommodations need to be provided to students in their session. And test administrators may need to be trained to learn how to deliver specific accommodations without compromising content.
29	34:31	So, identifying accommodations for individual students is our next section.
30	34:45	And here's our decision-making process. There are several considerations for selecting assessment accommodations for students with disabilities, ELs, and ELs with disabilities. These include student characteristics, individual test characteristics and assessment accommodation policy. The next slides are going to provide more detail for which of the three, consider for the three, for each of the three considerations that we have listed here.
31	35:22	So, student characteristics, a [student characteristic and access needs] impact the selection of accessibility features and accommodations. An example of this would be a student with visual impairment or VI. So, we would be trying to figure out does the student need Braille or large print, also known as LP if you are looking at it in the back end.
32	36:20	Knowledge about what tasks are required on PARCC assessments and ways to remove physical and other barriers to students' ability to perform those tasks. And talk about where they can find—talk about where they can find, so. . . You can also find sample tasks, practice tests and released items on the Pearson support site, which is at dc.mypearsonsupport.com/manuals, but this will all, I believe this link will be at the end of our presentation and resources as well.
33	37:16	OK, I'm going to next slide.

Accessibility features and accommodation policies. I want to emphasize the second bullet point which accessibility features and accommodations are regularly used by students during instruction and assessments. So, if we look at the second bullet point, which, yeah, because more times than that, I've found that accommodations, I found that accommodations, were not being used with all students throughout the year, but they were being amended into IEPs, so we wanna emphasize that this is not a good practice. The student should be accessing the same accommodation, accommodations, used all year, so that there is familiar, familiarity with them during assessments as well. In rare and in rare instances—such as late IEP meetings, student transfers, etcetera—new accommodations may be required for students after the assessment window has opened. |
| 34 | 38:40 | . . . And . . .Should you need to update any accessibility features or accommodations, this slide would be particularly important. I wanted to emphasize the deadlines of Feb. 21 and Feb. 24. |

		And I just want to check and see if there were any questions or anything in our chat. Nope. And I'm going to hand it over to Chelsea who is going to talk about dissecting specific accommodations.
35	39:54	And I'm going to hand it over to Chelsea who will start talking about about dissecting specific accommodations.
36	40:02	**Chelsea Charland:** Thanks, Asaad, thanks Rachel and welcome everyone to this rainy Tuesday. Again, my name is Chelsea Charland. I am the science assessment specialist here at OSSE. I help support PARCC and DC Science administration as well as DLM administration. So, we're gonna get into some specific accommodations that we often get questions about every admin season.
37	40:28	The first here is going to be handheld dictionaries for PARCC and DC Science. So, word-to-word dictionaries are available for students who where English is not their native language or they use another language as their native language. We would like to remind everyone that dictionaries are a school provided accommodation. That dictionary should not contain phrases, definitions, or pictures of words, and OSSE does not maintain a list of allowable dictionaries, but instead suggests following the dictionary guide provided for use by the Massachusetts Department of Education. They do an excellent job of updating this list in the fall of every year. So if you are looking for a new dictionary, you can utilize this link and see if the dictionary provided is in this guideline.

Uh, before I move on, I see there's a question in the chat. It says please can you go back to the dates--oh someone just pasted it into the chat. So this is a reminder that February 21st. . .
Asaad Fulton: That was me. I've been watching [the chat].

Chelsea Charland: Yeah, I appreciate you with that. February 21st is the deadline for LEAs to complete SR/PNP accommodations in PAN. February 24th is the deadline for nonpublic schools to verify and complete those SR/PNP accommodations in PAN. To speak to the dates a little bit, we do find that it does take a little bit longer for LEAs to communicate with their nonpublic partners. So we've provided an extra couple of days for those nonpublic schools to receive the information from IEP meetings that maybe are not taking place within their own school, so that they can update those accommodations as necessary. I also do want to speak to the fact that those dates trigger automatic shipment of any paper accommodated materials. And, if you, again, have any late IEP meetings or student transfers you can still order additional materials, you just have to do that through PAN and through a work order request. And that is something we will go into in a different training.

The presentation will be shared on the OSSE test coordinator web page after today. The transcript will also be provided for this training within a couple business days so you can find it there and those will be linked at the end of this presentation as well.

Uh, good question. Katie. She asked is the February 21st deadline for accommodations that require paper materials or is it deadline for all accommodations? So, we would suggest you try to have all your accommodations entered in by February 21st. However, it was only the trigger for your paper accommodations. So, the first part of your question is correct. The February 21st date is the automatic shipping trigger for paper accommodations, but we do again encourage you to get your accommodations in as soon as possible.
All right. I'm going to continue to the next slide. |
| 38 | 43:25 | You're welcome.

So, the next one we have here is read aloud for ELA literacy assessments, right? So, this is text-to-speech, ASL video, human reader, human signer. And this is specific for PARCC ELA. I would like to voice over here for the human reader script. For ELA, there is no script that comes separate for that accommodation. You'll need to have a separate device where the test administrator will log in and be able to administer the human reader accommodation to the student. The reason that there is not a specific guide that is shipped out for human reader for ELA is because you are just reading the content provided to the student within the assessment. There is guidelines for math and science human reader accommodation. That is because of more math formulas, science images, those require a little bit more dissection in regards to what can be described to the students. So those guidelines do exist and that is a paper material you would expect if you were selecting human reader or human signer for math and DC Science. But again, |

		for ELA you would just have to print out another test ticket for your test administrator and they would read off of the screen [on] the other testing device.
39	44:56	Next, we have calculator device for non-calculator sections. And I should also speak to that this accommodation, as well as the previous one about human reader for ELA/Literacy assessments, is intended for students who have severe cognitive disabilities that limit or prevent their ability to perform those basic content knowledge tasks. So, we do find that the calculation device on non-calculator sections as well as the read aloud for ELA assessments is a very limited accommodation. For those students, it is very specific on their IEP or 504. Umm, I also wanna speak to that there is a guidance document for allowable calculators for the PARCC and DC Science assessment and that it can be found on the administration resources site that will also be linked at the end of this presentation and shared when this presentation is posted on the OSSE test coordinator page. But it is just your Pearson DC support site as well.
40	45:52	Next, we have text-to-speech for mathematics, so this is [an] accessible accessibility feature for mathematics. Uh, the student uses human reader, human signer, or text-to-speech to hear the test questions. This is just a reminder that there's a couple different ways that you can do this. So, if we're using text to speech which is embedded within the assessment platform and is [an] accessibility feature available to all students, that the student will need to be provided headphones and students can be tested together in one location. If the student is receiving a text-to-speech accommodation, such as human reader or human signer, those students will need to be tested individually in order for the human reader to provide the appropriate directions. Or if they are on the same form, so say for example if you have all of your 5th grade students who have human reader, they can be tested in the same location because the instructions from the test administrator remain the same.
41	47:01	Next, we have assistive technology for external devices. We do receive a lot of questions regarding assistive technology, so we wanted to make sure that we provided a lot of information here. So, some assistive technology accommodations require a device that is separate from your testing device. So, some of these examples include screen reader, Jaws, Cowriter. These are all things that the student may have been using in the classroom prior to the assessment season, so there should be an external device separate from the testing device where the Test NAV 8 is being administered for the student to utilize. So, we again encourage you to always consult with your LEA SpEd coordinator or IEP team in order to determine the best accommodations needed to ensure equitable access. But, uh, I also want to voiceover too that if a student has an external device on their IEP, it may just be an option on their IEP and we'll to go back to this "kitchen-sink" terminology where there are often a lot of things listed on an IEP. We wanna make sure that [the] best practices we're using what the student is already utilizing in the classroom for assessments. A new assistive technology device should not be added to an assessment if it's the first time they've ever utilizing this device.
42	48:25	Spanish transadaptation. So, the PARCC math and DC Science assessments are available in Spanish. Students taking the Spanish form can respond in Spanish or in English. This was something that we clarified with the vendor and we had some questions about last year. So, we wanted to make sure that we were providing this information to LEAs. You do, may have, some students who are comfortable or may be more comfortable delivering their answers in English as well as Spanish, especially for those tricky math or science terms where there may not be a very easy transcription of a Spanish word for the content that needs to be communicated. So, students can answer the form in Spanish or in English. The vendors who are scoring these forms are fluent in both languages, but I also want to point out that any test administrator that is administering a Spanish version of a PARCC Math or a DC Science assessment needs to administer the assessment in Spanish as indicated in the test administrator manual. So, while the student can respond and either Spanish or English, the test administrator should only be administering the assessment in Spanish.
43	49:57	Just a breakdown [of] an additional accommodation available for Spanish test takers, we do have Spanish text-to-speech available for PARCC math but not available for PARCC DC Science. This gets a little tricky for math only if the student needs Spanish TTS, you're gonna leave the Spanish trans adaptation field blank in your SR/PNP and that is column CE as indicated there. And then you'll just select one of the values in the Spanish TTS column, which is CG. It seems counterintuitive, but this is mostly because the system that is checking for accommodations can be a little wonky. Umm. So, if you are essentially indicating the same thing in two columns, the system will flag it as doubling up on an accommodation. So, we only need to indicate the Spanish TTS and then the Spanish transadapted form will automatically be generated and

		assigned to the student with the TTS that is selected in column CG. So again, it seems counterintuitive, but it's really just because the system thinks that you're doubling up on the same accommodation and it'll flag it for an error and it won't be able to be updated. For science, uh, a student who needs DC Science read aloud in Spanish is going to need a human reader or human signer accommodation. Again, test administrators will need to be fluent in Spanish in order to provide this accommodation to students, and that is column CH on the SR/PNP. So, Spanish text-to-speech available for math. It is not available for science. That would be a human reader or human signer accommodation with the test administrator fluent in Spanish.
44	51:51	I'm going to go on next to unique accommodations. So, the next two accommodation dissections are a little bit more broad. So, unique accommodations are for those students that require something that's nonstandard and then maybe is not listed in the IEP or does not change the construct measured by the assessment. There is a form, a unique accommodation request form, that needs to be submitted to OSSE at least four weeks prior to the testing start. This form can be found on the testing accommodations website. And it is currently live for the 2022-23 assessment season. I do want to point out that some unique accommodations could be a student has a white board that they used to indicate their math problems or maybe they have a unique seating arrangement or location that is not specifically dissected within the accommodations manual. Maybe they need to test in a very specific location where the very specific adult, right? So, these are things that are probably captured on an IEP or 504 plan, but they do kind of fall outside of the accommodation or accessibility features we offer through the PAN system. So, you'll just need to submit that unique accommodation request form prior to assessment. I will note that we will not be approving unique accommodations that potentially invalidate the student's score. For example, trying to test units over multiple days. That would be an invalidation of a student score and not an accommodation that would be approved.
45	53:39	And then the other more broad accommodation is your emergency accommodation. So, these are students again, something that's non-standard that is not listed on their IEP and does that affect the construct being measured on the assessment. Again, there's also an emergency accommodations form live for this school year on that same testing accommodations website. Some emergency accommodations that we see pretty often is a broken arm. You'd be surprised how many students tend to break their dominant arm the week prior to assessment, so that would fall under your emergency accommodation requests and you would put that into OSSE. This form can be put in at any time to the start of testing, so again we cannot predict what may or may not happen to students prior to their assessments beginning, so there's not as much of a time frame on this form as there is on the unique accommodations request. I also wanna speak to if you have a student that does show up that needs an emergency accommodation on the day they were scheduled to begin testing. You do not want to test that student. Instead, that student would complete testing on one of your scheduled makeup days while the emergency accommodation request is submitted through OSSE. I also want to speak to the unique accommodations and emergency accommodations. Both need to be submitted through Quickbase and the OSSE Support Tool or OST, obviously these forms will contain a large amount of PII, so we want to make sure that we're maintaining student privacy. Submitting these forms through [Quickbase] is the most effective and immediate direct way in order for us to get that information.
46	55:31	All right, before I move on to the resources, does anybody have any questions about any of the unique accommodations or dissection of accommodations that we went through just now? Again, none of the presentation that we have today doesn't encapsulate every accommodation or accessibility feature available to students for these assessments. We really just went through a couple of that are a little bit more tricky or that we find that we're receiving a lot of questions about just because of the intricacy of their use. I'm gonna give a little bit of pause here to see if there's any questions that pop up in the chat before I move on to resources. Got a question from Carrie. Did someone say science has a reader script like math does? Correct. So, ELA is the only one that does not have a human reader script. If we do have read aloud as [an] accommodation feature. And again, that's because if you have read aloud for ELA, your test administrator is just reading the content off of the testing device, so they'll have a different device with a different ticket. So, you'll have two devices there where the test administrator is reading the content directly from the secure test. Math and science does have a human reader script because there is some very

		particular language needed to describe equations, variables, science images, things like that. So, there are scripts provided so that the test administrator is able to appropriately describe the content being assessed so the student can understand it, and also so that the construct is maintained.
		You're welcome, Carrie.
		Next question. So, if a student has human reader but not read aloud, the human reader cannot read the content from the test on ELA? Correct. So again, the read aloud for ELA is a very, very specific accommodation. That is an extremely small population of students in the DC, in DC. ELA assessments are essentially measuring the content on the screen and the student's comprehension of that material. So, human read aloud for ELA does kind of change what is expected of the student. So again, it's only those students who have a disability that severely limits or prevents their ability to access printed text by decoding. So, if you do have a student that has read aloud for ELA, it needs to be documented on the IEP. And again, we find that it's a very, very small population of students in the District to require this accommodation.
		Good questions.
		I'll wait another moment to see if any others pop up in the chat.
47	58:50	OK. So, we're just gonna go through some resources here.
		So, PARCC and DC Science accommodation resources, and, Rachel, you can continue through on this slide because I know there's some pop ups. So, there are resources available for LEAs to complete their SR/PNP. And for those of you that are unfamiliar with SR/PNP that refers to the student registration and personal needs profile. I do want to remind LEAs that the student registration for grades three through eight already exists in PAN. OSSE uploaded this information several weeks ago, so you are able to do a student registration export to get all of the SR portion of your SR/PNP already formatted perfectly in an Excel table for you. So, then you'll just be completing the PNP section of that document, so that's where you indicate any accessibility or accommodation features. That's also where you put in your test sessions, as well as your test administrators. So, the second half of the document, the PNP portion, is really what you're focusing on here. So, some of these testing accommodation guides, otherwise known as TAGs, are available as well as the SR/PNP template and Field Definitions Guide is available through PAN. So, if you log into PAN, you would go to support and there's a link that says Documentation and there you'll download the Field Definitions Guide. This is an extremely helpful document because it outlines all of the expected values you should see in your SR/PNP, what different numbers or alphanumeric characters you should be putting into the Excel document to indicate different accessibility or accommodations features.
		And then we also have the 8th edition of our AF&A manual, so our Accessibility Features and Accommodations Manual is posted on that same DC Pearson support site that we've been talking about so frequently. All of these documents— you can go to the next slide, Rachel. . .
48	1:01:06	. . . [A]ll these documents are created together so that things that are listed in our TAGs are matching the things listed in the Field Definitions Guide that also matched things that are listed in the AF&A manual, so all these columns match. So, if you have any questions about what accommodations look like, you wanna further deep dive into how these accommodations are accessibility features are provided to students, you're able to use these documents as a crosswalk and be able to look into different materials and see what is expected for administering these different accommodations.
		Uh, you can click next through the slide. It's going to highlight some of these columns that I was talking about where there is a crosswalk like feature.
49	1:02:03	And then also when you're assigning accommodations in the SR/PNP, we very much recommend that you refer to the tags, and the guide and you can see again here we've just highlighted where some of the information can be found within the documents, so they all linked to each other. And make it very easy as, like, a crosswalk situation.
		There's some questions in the chat, so I see a question here. Where can I find the document with student registration that OSSE has completed? So, that is exists in PAN. It's not a document that is just shared wildly because it contains a large amount of student PII. So, if you log into your PAN account and go into your import/export feature, you would create a new export file called Student Registration Export. Once that file is complete, it will list all of the three through eight students that OSSE has already registered into PAN for you. This is a good time to also mention that LEAs and Nonpublics are responsible for registering in high school students for PARCC and DC

Science assessments. Those are course-based assessments so OSSE does not currently have that information in order to complete that registration. If you have any questions about which assessments are linked to which courses, you can find all of the different assessments as well as unit testing times, field test units, and expected courses. Those will be in the Test Coordinator manual that's also linked on the Pearson support site.

And I have another question here. When is this due? I can reiterate February 21st is when LEAs are expected to complete the SR/PNP for [an] automatic triggering of paper materials to be sent to their schools. Non publics that due date is February 24th. So again, you can complete the SR/PNP any time prior to the student starting the assessment. We do suggest you to get it done sooner rather than later and then if you have any paper materials that you need to order additionally, those additional paper windows will open March 20ᵗʰ, I believe, in PAN. So, you'll be able to go in, submit a request for additional materials, and that request will be reviewed and approved by OSSE within three to five business days of the submission.

Uh, another question: Do I need to link or make account in PAN or do I just sign up? Accounts already exist in PAN for test coordinators at each LEA, so I would reach out to your LEA testing coordinator for PARCC and DC Science. They are the ones responsible for setting up accounts for other users within their LEA. So, if you're the special populations coordinator, a test administrator, if you're supporting the test coordinator in any way, you're gonna reach out to them and they will set up an account for you.

This is a reminder that the link to the slide deck will be shared on the OSSE test Coordinator resources page.

Another question: Will Pearson automatically ship paper copies of the human reader scripts? Or now that PAN allows you to generate a proctor testing ticket, will there be no paper materials for students with human reader accommodation? So again, human reader accommodation for ELA does not require any paper materials. You have to print out a separate test ticket for your tested administrator to read off the screen. Math and DC Science will have material shipped to schools if they are automatically or automatically shipped schools if the SR/PNP is completed by February 21ˢᵗ.

Uh, Sharnese, if you're having issues with the export you can e-mail OSSE.Assessment—oh Rachel put it in the chat—and then somebody will be able to schedule some time to assist you.

Alright, let's keep it going because we have just. . .

50	1:06:23	. . . a couple more slides. And this is just utilizing . . .
51	1:06:30	. . . all the resources that we have here, so the first is the PARCC and DC Science accessibility systems. This is what your Accessibility Features and Accommodations manual looks like. Again, it's on the Pearson support site and provides in-depth information about each administration feature as well as some qualifying criteria.
52	1:06:50	Then we also have on the next slide our Testing Accommodations Guides. These are just what they look like. So, we have guides for 504, ELLs, ELLS with disabilities. So, these are really useful for specific groups of students and what those accommodations look like for those individual groups.
53	1:07:10	And then we have the additional trainings we have for the remainder of this assessment season. So, we didn't update this for today is actually the January 31st, 1st, not January 23rd. That was the first one. So, we are an option two of this webinar, January 31st The next workshops that we have, we have SR/PNP workshop hours. These are in person only February 8th and February 14th. The SR/PNP workshop is intended for you to bring any issues you have completing your SR/PNP registration so that you can sit with a member of the OSSE Assessment team and work out any issues you're having in order to ensure that all your students are registered for those that need the automatic trigger for paper materials. We're not offering this one online because, again, student PII cannot be shared online. So, if you are having issues completing your SR/PNP and would like assistance in person you can come to one of these two workshop hours and they'll be several of us here to assist you.

We also have a technology coordinator webinar, so this is designed for your tech coordinators at your school to allow them to see what responsibilities they have during all phases of the assessment cycle. Technical assistance during testing webinars on March 16th and this is to help test coordinators and tech coordinators kind of troubleshoot any common technical assistance issues. And then the assessment closed out procedures is on May 11th. This is important so that you can see what is expected of your LEA in regards to assessment closeout, and whether or not you will be expected to ship certain |

| | | materials back, how it looks to ship materials back, how to close out sessions, how to officially, umm you know, end test sessions at your school—all of these things in order to kind of just close out the assessment season. |
| | | And then the last slide here just has all of our different contact information. |
| 54 | 1:09:23 | So depending on questions that you have, it may be easier to seek out individuals. Again, Assad oversees the special populations. So, any general special populations questions you can reach out to Assad. Rachel oversees ELA, Yolanda oversees math. And I oversee science. If you have questions outside of PARCC or DC Science, you can also reach out to the OSSE Assessment inbox. And you can see also we have contact here for Cassidy who is our NAEP state coordinator. Again, if Cassidy has not emailed you, you should not e-mail him. There's a very limited amount of schools participating in NAEP because it's an off year. So, if you haven't heard about NAEP, don't worry about it. And then you see, you as well, our Director of Assessment, Stephanie Snyder's, and our Deputy Director of Assessments, Lauren Thompson's, contact information is there. If you have questions regarding test security, school test security plans, umm, any sort of policies that OSSE has you're gonna wanna reach out to them. Specifically Lauren, if you have any questions regarding school test security plans as well as Quickbase access to the school test security plan app.

Alright, so that's it.

We really appreciate your time today. I'll pause for another moment to see if anybody has any questions in the chat. I'm also linking the sign in sheet for today's training in the chat. So, if you have not, use this link to sign in, please indicate it now so that way we can track attendance. And a reminder that the meeting today, the training and the PowerPoint will be posted on the OSSE test coordinator page within two to five business days.

This question: Is the meeting on Friday still hybrid? So, this is for the test security meeting. I think you are mentioning. I'd have to look at the . . . If you go to the OSSE test coordinator page, you can see the testing schedule and that also includes all of your registration links for all of the trainings as well as the format for all of the trainings. So, the training that we have on Friday would be February 3rd and that is indeed hybrid. So, you can choose to come to the OSSE headquarters in person or you can attend online.

Katie, you have a question about the text-to-speech. Let me scroll up. I found it: I have a specific question about speech-to-text. So, text-to-speech. I hope it's OK to ask here. The AF&A guide says that PAN does not have it embedded.

Oh, I see. So, there is a difference between text-to-speech and speech-to-text. Uh, text-to-speech is embedded in the system; that's when the assessment is read aloud to the student, and they access that with headphones. Uh, speech-to-text is when the assessment or when the student is able to speak their answers and have it be captured in the assessment. So, speech-to-text is not embedded into the testing platform. If a student has speech-to-text, then they are utilizing some sort of external device throughout the rest of their classroom instruction. So that would be an external device feature. So, uh, the student will need to—and again, we very much encourage you to be with your IEP teams and see what your student is utilizing in the classroom for day-to-day instruction. If they're using an external speech-to-text device, that will have to be indicated on the SR/PNP. So, like Jaws dictation, I know is a good example. If that's something the student utilizes, you'll have to set up a second device, um, and because it's not embedded into Test Nav 8, you're going to need a human scribe to the answers from the speech-to-text device into the test for the student.

Hopefully, I answered your question, Katie.

I'd have to look into the extension described in the Field Definitions Guide. I can't speak to it off the top of my head. If you wanna e-mail OSSE.Assessments and we can look into it further to make sure that it's accurate.

You're welcome.

Any other questions? If not, we can end this training and give you some time back on this Tuesday.

Again, if you haven't signed in already, please do so. We appreciate you taking the time to be with us and once again, if you have any questions, please e-mail us at OSSE.Assessment@dc.gov. If you have any issues and we'll look forward to seeing you at the SR/PNP workshop.

Have a good day, everyone. |

| 1:14:52 | | END |