OSSE OFFICE OF DATA, ACCOUNTABILITY AND RESEARCH

District of Columbia Office of the State Superintendent of Education

Testing Accommodations Manual

Part I: Students with Disabilities

2015-2016

A Guide to the Use of Accommodations for Students with Disabilities on District of Columbia Statewide Assessments

Introduction

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia's students with disabilities (SWDs) and English language learners (ELLs). The 2015-2016 OSSE Testing Accommodations Manual has been created to ensure that

- Participation in assessments for SWDs and ELLs is consistent in all District of Columbia districts, schools and programs;
- Appropriate accommodations are provided to all eligible qualified students; and
- Accommodations used in assessment are also used in daily instruction.

The information and requirements described in Part I of this manual apply to students with disabilities, i.e., students who have an Individualized Education Program (IEP) or a Section 504 Plan (504 plan), in all public schools and to students in non-public settings whose education is supported by District of Columbia public funding. Part II of this manual will focus on accommodations for English language learners (ELLs), with a listing of available accommodations and applicable guidance for implementing appropriate accommodations. ELLs with disabilities are eligible for both categories of accommodations.

Part I of this manual is meant to be a guide for IEP teams and Section 504 teams as it provides an overview of each accommodation, its intended use, and eligibility criteria. Additionally, this manual connects each accommodation to its equivalent accommodation, accessibility feature, or administrative consideration specific to each DC statewide assessment (e.g., PARCC ELA/Literacy, PARCC Mathematics, DC Science Assessment).

Additional materials and technical assistance are available to help school personnel become more familiar with information presented in this manual. Please contact the OSSE Office of Data, Accountability and Research (DAR) for further information at OSSE.Assessment@dc.gov or visit the OSSE Testing Accommodations website.

Overview of District of Columbia Statewide Assessments

The District of Columbia administers multiple assessments annually in accordance with DC and federal law. These statewide assessments are an important source of data on students' progress and performance relative to DC's educational standards. In the 2014-15 school year, DC transitioned to a system of Next Generation Assessments that will continue to be used in the 2015-16 school year. These new assessments are aligned to the Common Core State Standards and Next Generation Science Standards, which have been adopted by the DC State Board of Education. These assessments are also technology- and computer- enhanced. This was a major transition, but one that allows DC students to demonstrate their knowledge in a more accurate and engaging way. The Next Generation Assessment transitions include:

- Partnership for Assessment of Readiness for College and Careers (PARCC)
- DC Science Assessment
- Alternate Assessments (NCSC and DC Science Alternate)

For more information, visit the OSSE Statewide Assessments website.

Required Documentation of Testing Accommodations

A student who qualifies for testing accommodations must have each applicable accommodation documented on his or her IEP/504 plan prior to participating in any statewide assessment. This documentation typically occurs as part of a student's annual IEP/504 plan review and update. During this meeting, IEP teams/504 teams are encouraged to use this manual as a guide in considering, selecting, and documenting appropriate accommodations for the student. IEP documentation must occur in the Special Education Data System (SEDS or "EasyIEP").

If the time of the annual IEP/504 plan is past, but the team determines that an additional accommodation is needed, the current IEP/504 plan must be amended in accordance with the OSSE IEP Amendment Policy and IEP Amendment Guidance. In September 2015, the list of accommodations available in SEDS was updated to reflect the state's current allowable accommodations. More information about these changes can be found in the 2015-2016 SEDS Release: Guide to Understanding the Changes and the 2015-2016 OSSE Testing Accommodations SEDS Crosswalk.

Test Administration and Implementation of Testing Accommodations

Each DC statewide assessment has its own guidelines for test administration. The implementation of each accommodation may vary from assessment to assessment. Differences in administration and implementation of an accommodation across tests do not affect the eligibility of each student to use this accommodation. Eligibility requirements remain consistent across all statewide assessments. LEA and school testing coordinators should ensure all staff members who will assist in the administration of each assessment are familiar with all applicable guidelines for DC testing.

- For the PARCC Assessment, refer to the PARCC Accessibility Features and Accommodations Manual.
- For the DC Science Assessment, refer to the Science Assessment Manual and the Accommodations and Accessibility Science Crosswalk.

The DC Alternate Assessment in ELA and math has moved from a portfolio-based assessment to a traditional assessment format. As such, students with disabilities who qualify for the alternate assessment may be in need of testing accommodations. Further information about available accommodations and implementation guidance is found on the DC Alternate Assessment Test Administration page.

The Decision-Making Process

To ensure students with disabilities are engaged in standards-based instruction and assessments, every IEP and 504 team member must be knowledgeable about the District of Columbia Educational Standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and accompanying assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. Making appropriate instructional decisions is based on gathering and reviewing all available information about the student's disability and level of performance in relation to the state and district academic standards. The team makes the decision regarding appropriate accommodations to ensure access to the general education curriculum and instruction based on the District of Columbia Educational Standards and the Common Core State Standards. This should be a thoughtful process in which all team members engage in the

discussion and decision-making process including the parents and student, when appropriate, to 'level the playing field" so students with disabilities have equal opportunities to successfully participate and learn.

Accommodations used in assessment should also be used in daily instruction. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments.

Testing Accommodations Available to Students with Disabilities in the District of Columbia

The table below outlines the intended use of each accommodation and connects it to its equivalent accommodation, accessibility feature, or administrative consideration specific to each statewide assessment (PARCC ELA/Literacy, PARCC Mathematics, DC Science Assessment). For a separate list of alternate assessment accommodations, please reference materials on the [DC Alternate Assessment Test Administration](#) page.

Accommodations are available only to students with disabilities, and only if identified in advance and properly documented and administered in accordance with an IEP or 504 plan.

Accessibility features increase access to test content for all students on a particular test, and are available for use by all students on demand if built into the test platform, or if identified in advance by an educator. For students with disabilities, appropriate accessibility features may be included in an IEP or 504 plan as an accommodation in order to ensure that the student has a legal guarantee to receive the feature as an accommodation during classroom instruction, or during tests that do not include embedded accessibility features.

Similarly, administrative considerations may be granted to any student who may benefit from them, at the discretion of school leaders, but administrative considerations included as an accommodation on an IEP or 504 plan must be provided to applicable students in all statewide testing scenarios.

If an IEP team/504 team determines that a student needs an accommodation which is not listed below, then the team must submit a Unique Accommodations Request Form to OSSE for approval.

Setting Accommodations			
OSSE Statewide Testing Accommodations	**PARCC ELA/Literacy Accommodations 2015-2016**	**PARCC Math Accommodations 2015-2016**	**Spring 2016 DC Science Assessment**
Specialized Equipment, Furniture, or Lighting	Adaptive and Specialized Equipment or Furniture (Administrative Consideration)	same as PARCC ELA	Specialized Equipment or Furniture (Administrative Consideration)
Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).			
Noise Buffer or Headphones	Headphones or Noise Buffer (Accessibility Feature)	same as PARCC ELA	Headphones or Noise Buffer (Accessibility Feature)
Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.			
Preferential seating	Specified Area or Seating (Administrative Consideration)	same as PARCC ELA	Specified Area or Seating (Administrative Consideration)

Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).			
Separate/Alternate Location	Separate or Alternate Location (Administrative Consideration)	same as PARCC ELA	Separate/Alternate Location (Administrative Consideration)
Student is tested in a location other than their originally scheduled testing classroom.			
Individual testing **Small group testing**	Small Group Testing (Administrative Consideration)	same as PARCC ELA	Small Group Testing (Administrative Consideration)
Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.			
Unique/Non-Standard Accommodation	PARCC Unique Accommodation Request	PARCC Unique Accommodation Request	Science Unique Accommodation Request
Student may require a unique/non-standard accommodation that is not listed above, and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see http://osse.dc.gov/service/testing-accommodations to access the form. If approved, the accommodation must be listed in the IEP or 504 plan.			

Timing and Scheduling Accommodations

OSSE Statewide Testing Accommodations	PARCC ELA/Literacy Accommodations 2015-2016	PARCC Math Accommodations 2015-2016	Spring 2016 DC Science Assessment
Extended Time	Extended Time	same as PARCC ELA	Extended Time
Student has until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. If needed, each unit of the Science Assessment may be administered on a separate day.			
Flexibility in Scheduling	Time Of Day (Administrative Consideration)	same as PARCC ELA	Time Of Day (Administrative Consideration)
Student is tested during a specific time of day based on their individual needs.			
Frequent Breaks	Frequent Breaks (Administrative Consideration)	same as PARCC ELA	Frequent Breaks (Administrative Consideration)
• *Medical Break: Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break.* • *Individual Bathroom Break: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop.* • *In-Chair Stretch Break: Student pauses and stretches. Student's testing time does not stop.*			
Unique/Non-Standard Accommodation	PARCC Unique Accommodation Request	PARCC Unique Accommodation Request	Science Unique Accommodation Request
Student may require a unique/non-standard accommodation that is not listed above, and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see http://osse.dc.gov/service/testing-accommodations to access the form. If approved, the accommodation must be listed in the IEP or 504 plan.			

Presentation Accommodations			
OSSE Statewide Testing Accommodations	**PARCC ELA/Literacy Accommodations 2015-2016**	**PARCC Math Accommodations 2015-2016**	**Spring 2016 DC Science Assessment**
Audio Amplification	Audio Amplification (Accessibility Feature)	same as PARCC ELA	*Not available. Use volume control built into computer device.*
Student uses amplification device assistive technology (e.g., FM System) provided by the school or student. The student brings familiar auditory aid assistive technology to the test administration. If needed, the test administrator tests technology prior to test administration (e.g., during an "Infrastructure Trial").			
Magnification	Magnification/Enlargement Device (Accessibility Feature)	same as PARCC ELA	Magnifier (Accessibility Feature)
Student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).			
Large Print Edition	Large Print Edition	same as PARCC ELA	*Not available. Use Magnifier and/or Human Reader.*
Student with a visual impairment who is unable to take a computer-based assessment uses a large print paper-based form of each assessment. This feature may not be available for all statewide assessments, and if not, a magnification device or human reader should be used.			
Paper-Based Edition	Paper-Based Edition	same as PARCC ELA	Paper-Based Edition
Student who is unable to take a computer-based assessment due to a disability may take a paper-based version of the assessment.			
Clarification/Repetition of Directions	General Administration Directions Clarified (Accessibility Feature)	same as PARCC ELA	Directions Clarified by Test Administrator
	General Administration Directions Read Aloud and Repeated as Needed (Accessibility Feature)	same as PARCC ELA	Directions Read Aloud and Repeated as Needed by Test Administrator
Test administrator reads aloud, repeats, and/or clarifies the general administration directions only. No passages or test items may be clarified.			
Directions Available in ASL	Human Signer for Test Directions (ASL video option not available)	same as PARCC ELA	Human Signer for Test Directions (ASL video option not available)
Human signer signs the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments. When available, an ASL video of test directions may also be used.			
Student Reads Assessment Aloud to Themselves	Student Reads Assessment Aloud to Him- or Herself	same as PARCC ELA	Student Reads Assessment Aloud to Themselves
Student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.			
Masking Tools	General Masking (Accessibility Feature)	same as PARCC ELA	General Masking (Accessibility Feature)
	Answer Masking (Accessibility Feature)	same as PARCC ELA	Answer Masking

	Eliminate Answer Choices (Accessibility Feature)	same as PARCC ELA	Answer Eliminator (accessibility feature)

Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.

	Bookmark (flag Items for review) (Accessibility Feature)	same as PARCC ELA	Bookmark (Accessibility Feature)
Markup Tools	Highlight Tool (Accessibility Feature)	same as PARCC ELA	Highlight Tool (Accessibility Feature)
	Line Reader Tool (Accessibility Feature)	same as PARCC ELA	Line Reader Tool (Accessibility Feature)

Student uses various markup tools to assist in reading, recalling, and/or emphasizing text, and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.

		Text-to-Speech for the Mathematics Assessments (Accessibility Feature)	Audio Form
Read Aloud for Non-ELA/Literacy Assessments	*N/A*	Human Reader or Human Signer for the Mathematics Assessments (Accessibility Feature)	Human Reader or Human Signer for Science Assessment

Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud. Non-ELA/Literacy assessments may include the PARCC Mathematics Assessment and DC Science Assessment.

Read Aloud for ELA/Literacy Assessments	ELA/Literacy Assessments, including items, response options, and passages: Text-to-Speech, ASL Video, Human Reading/Human Signer	*N/A*	*N/A*
ASL Presentation of ELA/Literacy Assessments			

*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. This accommodation is intended to provide access to printed or written texts on ELA/Literacy assessments to a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability **severely limits or prevents** their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.*

Students with a visual impairment who are unable to read braille, and students with a hearing impairment that severely limits their ability to decode text may also qualify for this accommodation.

For more guidance on the read aloud accommodation, and to access a decision-making tool for IEP and 504 teams, please see the PARCC Accommodations Manual, [Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments.](#)			
ASL Presentation of Non-ELA/Literacy Assessments	*N/A*	ASL Video for the Mathematics Assessments	*Not available. Use Human Signer.*
Student views an embedded video of a human interpreter for the assessment. If ASL video is not available, the student should be provided with the human signer accommodation.			
Closed-Captioning of Multimedia	Closed-Captioning of Multimedia on the ELA/Literacy Assessments	*N/A*	*Not available. Use Human Signer.*
A student who is deaf or hearing impaired views captioned text embedded in multimedia (i.e., video) segments of the assessment.			
Braille Edition	Hard-Copy Braille Edition	same as PARCC ELA	*Not available. Use Human Reader.*
Screen Reader Edition	Refreshable Braille Display with Screen Reader Version for ELA/Literacy Assessments	*N/A*	*Not available. Use Human Reader.*
	Screen Reader Version	same as PARCC ELA	*Not available. Use Human Reader.*
Tactile Graphics	Tactile Graphics	same as PARCC ELA	*Not available. Use Human Reader.*
The Braille Edition and Screen Reader Edition accommodations are intended for students who are blind or visually impaired. *A student may take the assessment using his or her preferred screen reader software (when available) with a refreshable braille display.* *A student who is unable to take the computer-based test with a refreshable braille display (or where refreshable display is not available) may take the assessment using a hard-copy braille edition.* *For Screen Reader Edition, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.* *A student who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed.*			
Redirect Student to Test	Redirect Student to the Test (Accessibility Feature)	same as PARCC ELA	Redirect Student to the Test (Accessibility Feature)

The test administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.

Color Contrast	Color Contrast (Accessibility Feature)	same as PARCC ELA	Color Contrast (Accessibility Feature)

Student uses an alternate onscreen background and/or font color based on need or preference (when available).

Unique/Non-Standard Accommodation	PARCC Unique Accommodation Request	PARCC Unique Accommodation Request	Science Unique Accommodation Request

Student may require a unique/non-standard accommodation that is not listed above, and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see http://osse.dc.gov/service/testing-accommodations to access the form. If approved, the accommodation must be listed in the IEP or 504 plan.

Response Accommodations

OSSE Statewide Testing Accommodations	**PARCC ELA/Literacy Accommodations 2015-2016**	**PARCC Math Accommodations 2015-2016**	**Spring 2016 DC Science Assessment**
Braille Writer or Note-Taker Device	Braille Note-taker	same as PARCC ELA	*Not available. Use Human Scribe.*
	Braille Writer	same as PARCC ELA	*Not available. Use Human Scribe.*

A student who is blind or has a visual impairment may use a braille writer or an electronic braille note-taker. If these tools are not available, the student may use a human scribe.

Non-Standard Calculation Device on Calculator Sections	*N/A*	Calculation Device (on Calculator Sections of Mathematics Assessments)	Use of Calculator on Science Assessment

Student uses a specific calculation device that is different from the embedded grade-level calculator on the calculator section of the assessment (e.g., large key, talking, or other adapted calculator).

Calculation Device on Non-Calculator Sections	*N/A*	Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)	Use of Calculator on Science Assessment

*The purpose of the calculation device on the non-calculator sections is to provide access for students with a disability that **severely limits or prevents** their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, and for a complete list of permissible calculation devices, please review this accommodation in the PARCC Accommodations Manual.*

Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments	ELA/Literacy Selected Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device	*N/A*	*N/A*
Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#)*.*			
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments	ELA/Literacy Constructed Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device	*N/A*	*N/A*
Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. IEP and 504 teams should consider whether the student has a physical disability that severely limits or prevents the student's motor process of writing through keyboarding or a disability that severely limits or prevents the student from expressing written language, even after varied attempts to do so. *For further guidance on administering this accommodation, please see the* [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#)*.*			
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments	*N/A*	Mathematics Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device	*Not available. Use Human Scribe or External Device.* Human Scribe for Science Assessment Human Signer for Science Assessment *Not available. Use Human Scribe or External Device.*
Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#)*.*			
Word Prediction External Device	Word Prediction External Device	same as PARCC ELA	Word Prediction External Device
Student uses and external word prediction device that provides a bank of frequently- or recently-used words onscreen after the student enters the first few letters of a word. The student must be familiar with the use of the device prior to assessment. IEP and 504 teams should consider whether the student has a disability that severely limits or prevents the student from			

writing or keyboarding responses, or a disability that severely limits or prevents the students from recalling, processing, and expressing written language, even after varied and repeated attempts to do so.

For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, please review this accommodation in the [PARCC Accommodations Manual.](#)

Answers Recorded in Test Book (Paper-Based Edition)	Answers Recorded in Test Book (only available for paper-based assessments)	same as PARCC ELA	Answers Recorded in Test Bok (must be transcribed into online form)

Student records answers directly in the test booklet while taking a paper-based version of the assessment. For further guidance on administering this accommodation, please see the [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).

Unique/Non-Standard Accommodation	PARCC Unique Accommodation Request	PARCC Unique Accommodation Request	Science Unique Accommodation Request

Student may require a unique/non-standard accommodation that is not listed above, and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see http://osse.dc.gov/service/testing-accommodations to access the form. If approved, the accommodation must be listed in the IEP or 504 plan.

APPENDIX A: PARCC Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP

PARCC ELA/Literacy Accommodations 2015-2016	PARCC Math Accommodations 2015-2016	Rationale for not including in SEDS
Assistive Technology	same as PARCC ELA	List in Assistive Technology section of IEP
Notepad (Accessibility Feature)	same as PARCC ELA	Feature specific to PARCC TestNav platform and available to all students. Documentation not needed.
Pop-up Glossary (Accessibility Feature)	same as PARCC ELA	Feature specific to PARCC TestNav platform and available to all students. Documentation not needed.
Writing Tools (Accessibility Feature)	same as PARCC ELA	Feature specific to PARCC TestNav platform and available to all students. Documentation not needed.
Blank Scratch Paper (Accessibility Feature)	same as PARCC ELA	Documentation not needed.
Spell Check or External Spell Check Device (Accessibility Feature)	same as PARCC ELA	No documentation needed if the student will access the built-in spell check tool available to all students. If an external spell check device is used, it must be listed in the Assistive Technology section of IEP
Monitor Test Response (only available for paper-based assessments)	same as PARCC ELA	Must use Unique/Non-Standard Accommodation form to request