



# Accessibility Features and Accommodations for Instruction & Assessments

Sept. 25, 2018



# Training Objectives

- Review the Accessibility System for Students with Disabilities (SWDs) and English Learners (ELs)
- Identify accessibility features for assessments and instruction
- Review and discuss specific accessibility features and accommodations that can be used during instruction and assessments



## Accessibility Feature or Accommodation

Sort the following list into accessibility features or accommodations:

Human Reader/Human Signer

Line Reader Mask Tool

Extended  
Time

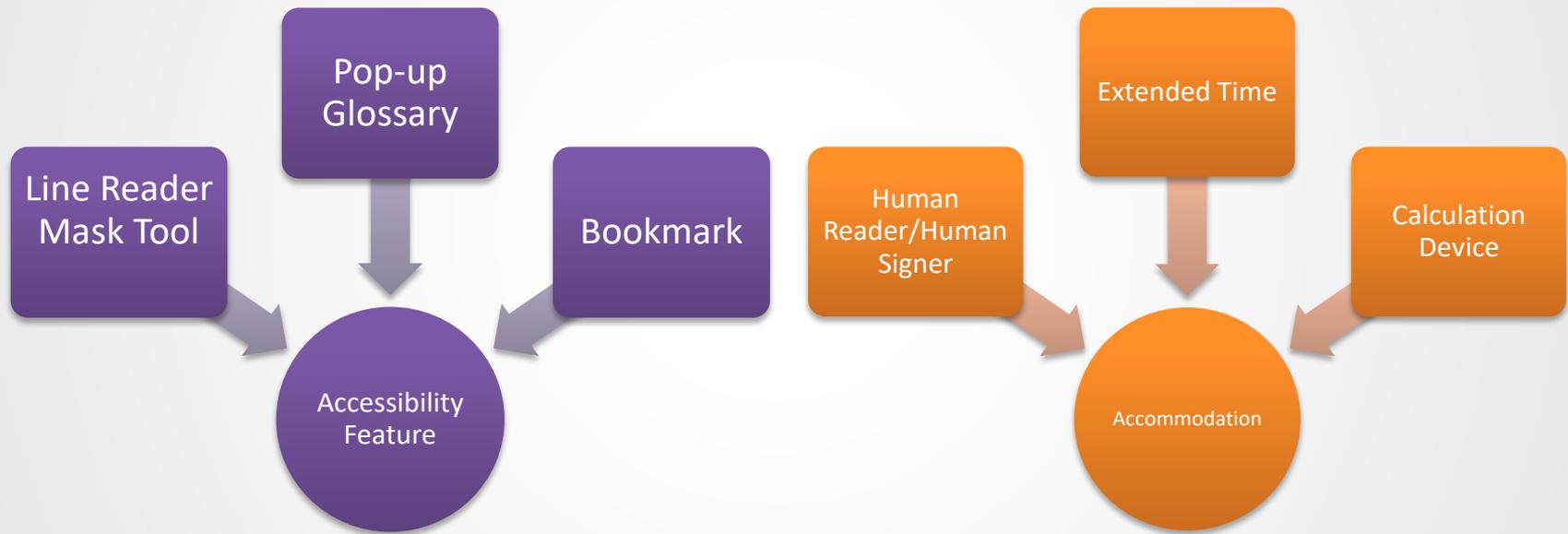
Bookmark

Calculation  
Device

Pop-up  
Glossary



# Warm-up





# Accessibility Features vs Accommodations

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

**Accessibility** features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by **any student** taking the PARCC assessments.

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

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



# District of Columbia Statewide Assessments

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



# 2018-19 Statewide Testing Windows

<b>NAEP</b>	January 28 – March 8, 2019	
<b>ACCESS</b>	February 25 – April 5, 2019	
<b>MCAA</b>	March 18 – May 3, 2019	
	<b>Online Testing</b>	<b>Paper Testing</b> <i>(accommodations only)</i>
<b>PARCC</b>	April 1 – May 24, 2019*	April 1 – May 17, 2019
<b>DC Science</b>	April 8 – May 31, 2019*	April 8 – May 24, 2019

\*includes a week for spring break

<b>HPEA</b>	April 1 – June 14, 2019
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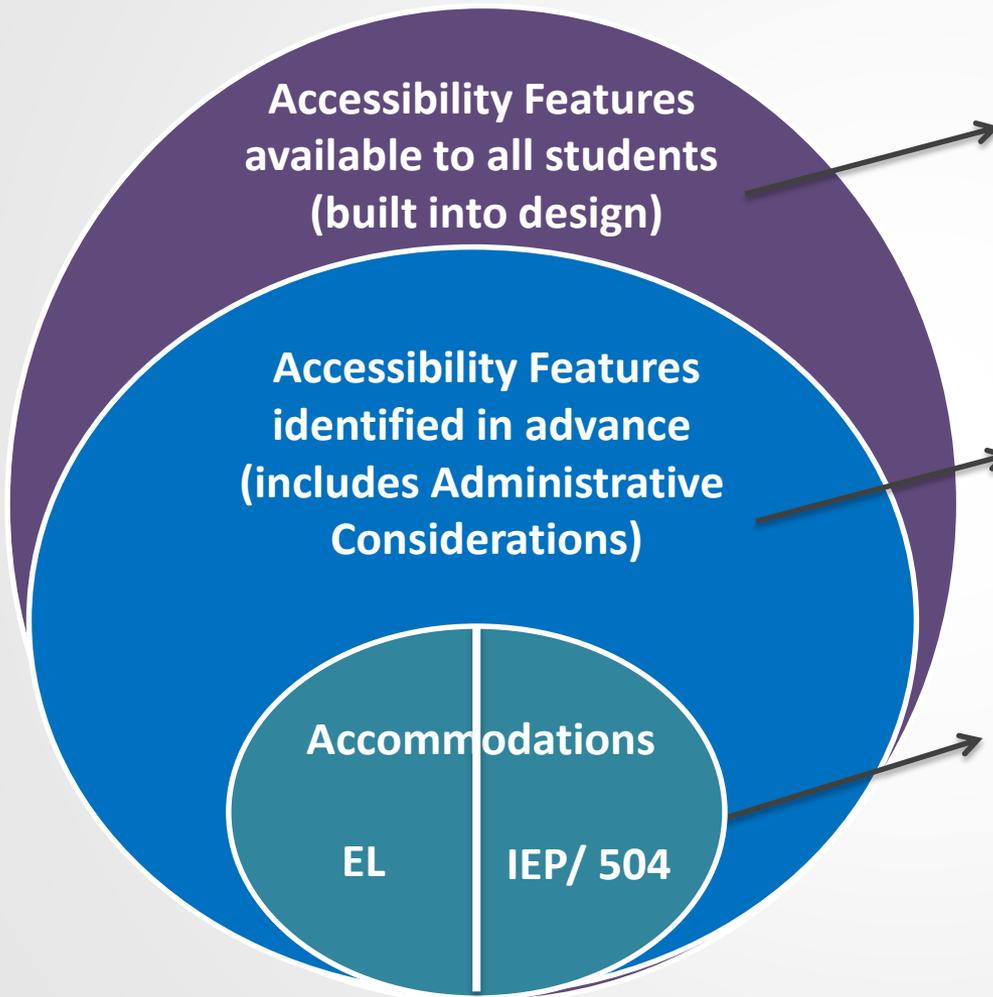
# The PARCC Accessibility System

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





# Accessibility System



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

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

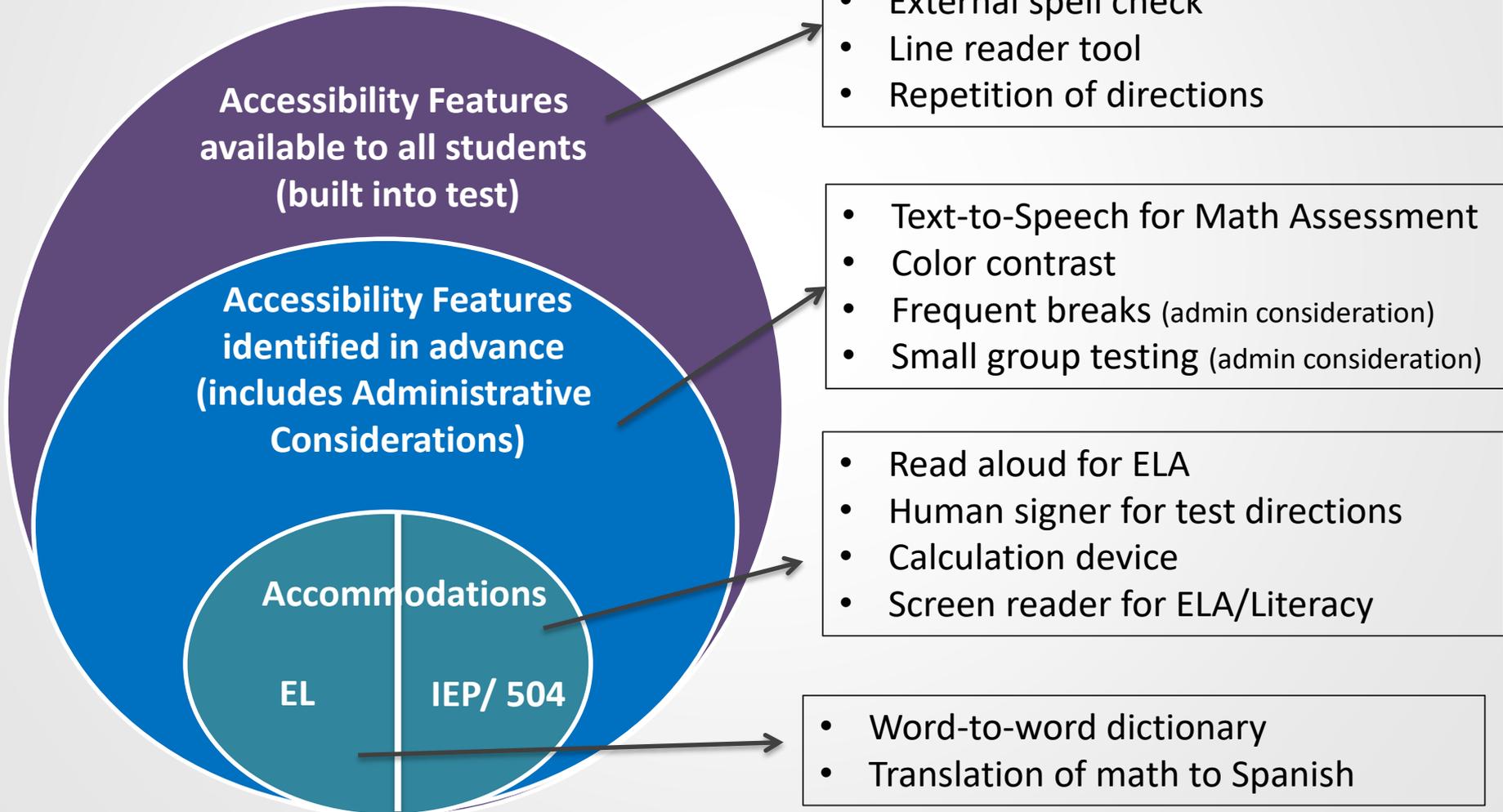
Certain accommodations are available only to **students with disabilities (IEP or 504)** and others for **English learners (EL) with EL plans**.

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



# Accessibility System

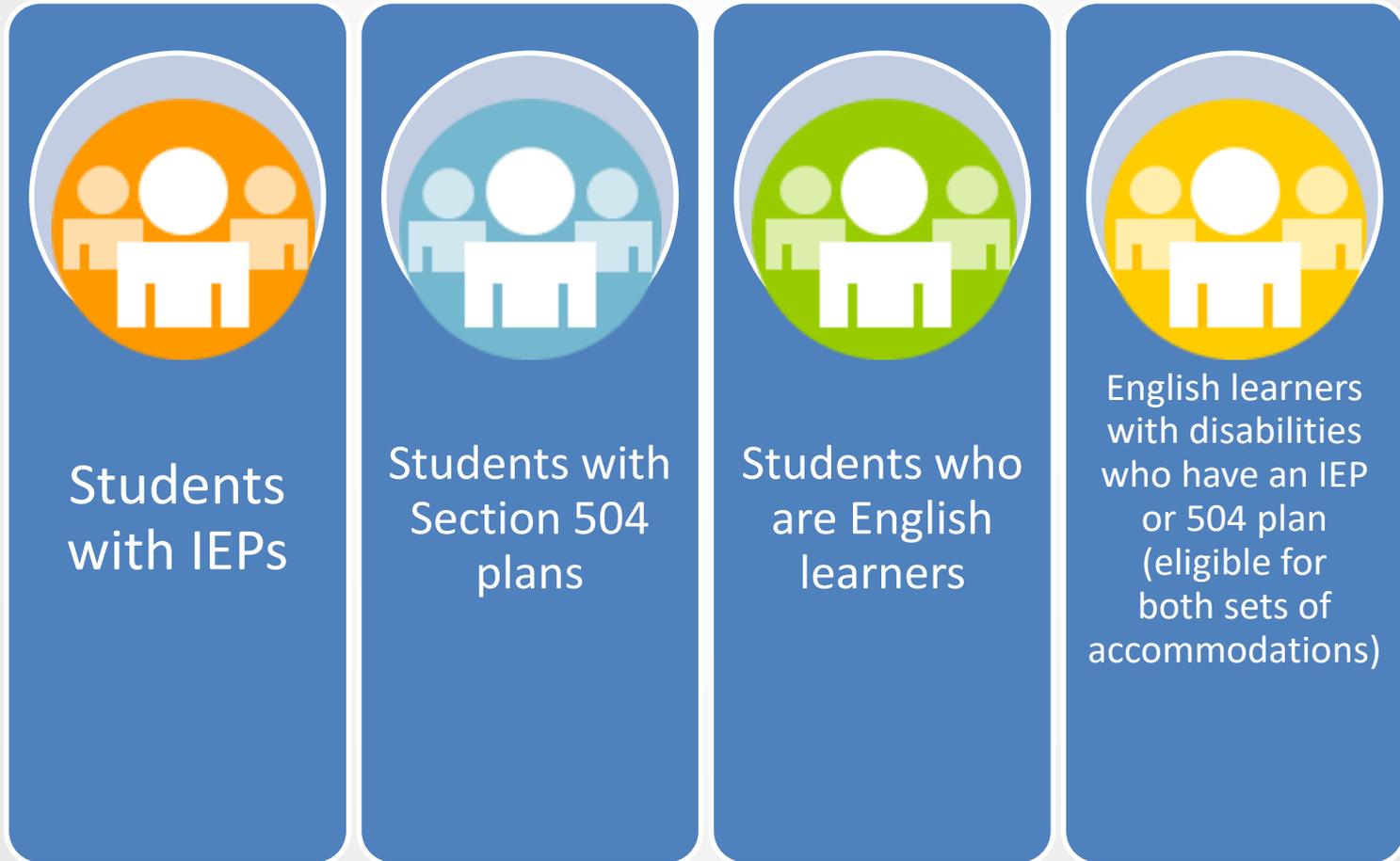
## Examples of each type of feature:





# Accommodations for Special Populations

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



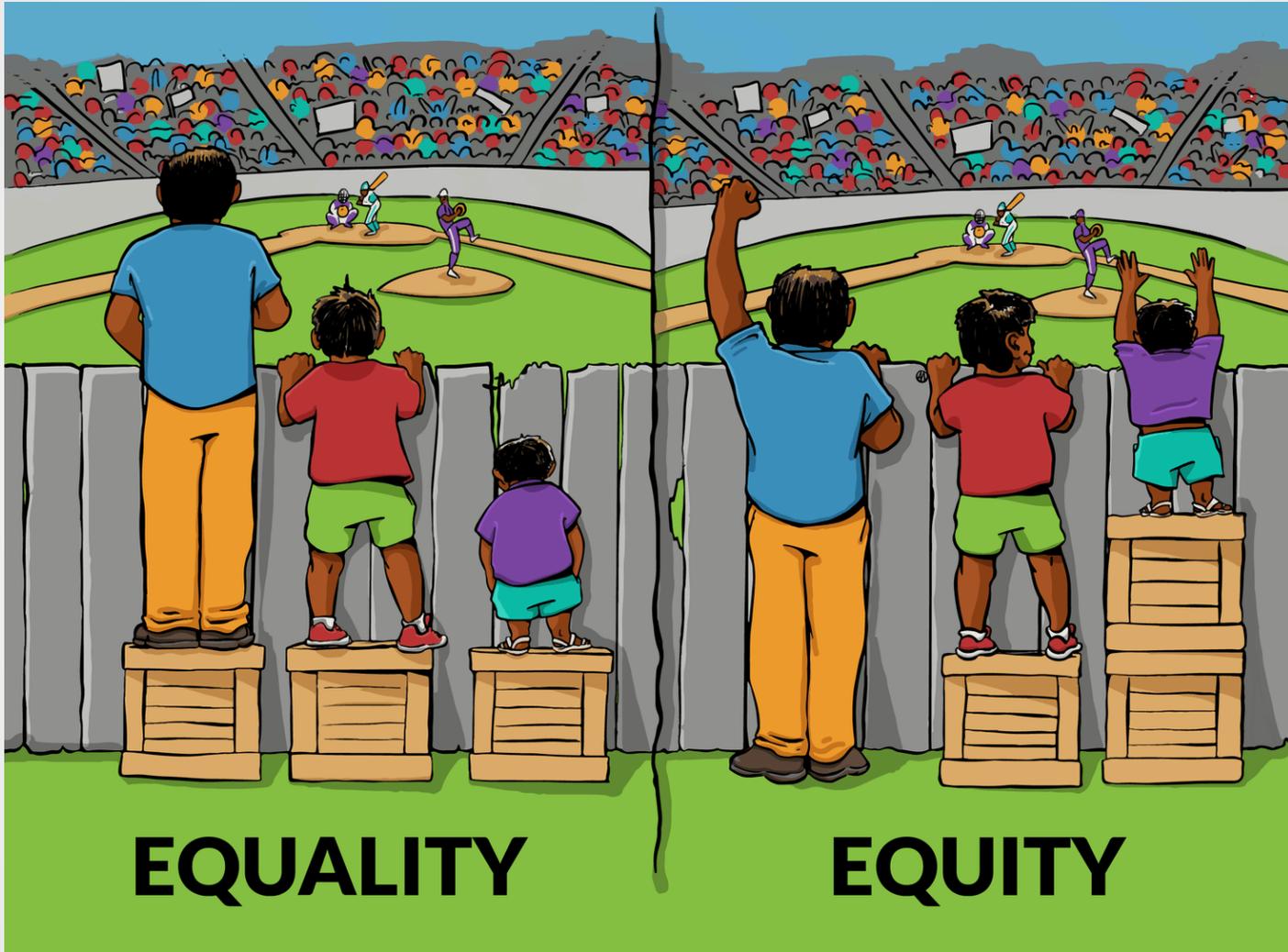
Students with IEPs

Students with Section 504 plans

Students who are English learners

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

# Equality vs Equity





# Accessibility Features for Assessments and Instruction



# Accessibility During Instruction

Students must be provided selected accessibility features during instruction that necessitate their use. Accessibility features should **NOT** be used solely during assessments but should **ALWAYS** be chosen based on a student's individual characteristics in order to help them with accessing the content in a meaningful and equitable manner.



# Accessibility During Assessments

Providing accessibility supports through the testing platform can ensure that the provision of accessibility is standardized from student to student and LEA to LEA.

It is important for case managers/teachers to:

- Monitor the provision of accessibility features
- Communicate with assessment coordinators
- Ensure TA's and proctors are familiar with the IEP

Supports must be selected on the basis of individual student's needs and must be used consistently for instruction and assessments.



# Answer Masking

**Description:** when enabled, multiple choice and multiple select answers will be masked

**Recommendations for Use:** students with attention difficulties may need to mask answer choices that may be distraction during the assessment

**Disability Types:** Specific Learning Disabilities, Visual Impairments, ADHD

A screenshot of a test interface titled "Accessibility Features Identified in Advance for CBT: Answer Masking". The interface shows a question under "Part A": "What is the meaning of the word **master** as it is used in paragraphs 5 and 6?". There are four multiple-choice options. The first option, "A. understand", is visible. The other three options are masked with yellow boxes. Each option has a radio button and a small eye icon to its right, which is used to toggle the visibility of the answer choice.

**Accessibility Features Identified in Advance for CBT: Answer Masking**

**Part A**

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

A. understand 

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# Color Contrast

**Description:** student is able to adjust the text color and screen background color based on the student's need

**Recommendations for Use:** students with attention difficulties may need this feature for viewing test content

**Disability Type:** Visual Impairment, ADHD, Print Disability

<http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>

Background/ Font Color (Color contrast)	Performance-Based Assessment and End-of-Year for English Language Arts/Literacy Grades 3, 5, 8, 11	<input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please indicate the background and font color option for the student.
	Performance-Based Assessment and End-of-Year for Mathematics Grades 4, 7, Algebra 1, Geometry	
	The color options available for field testing are listed below:	
	Black on Cream	
	Black on Light Blue	
Black on Light Magenta		
White on Black		
Light Blue on Dark Blue		



# Magnification/Enlargement Device

**Description:** student adjusts the size of specific areas of the screen (text, formulas, tables, and graphics)

**Recommendation for Use:** students with visual impairments may need to increase the size of the text and other item features

**Disability Type:** Visual Impairment

**Part A**

What does **cross** mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

B. lost

C. upset

**Part B**

Which statement **best** supports the answer to Part A?

- A. “. . . ran this way and ran that way . . .”
- B. “. . . hadn’t found the Best Thing in the World.”



# Separate or Alternate Location

**Description:** location is altered so that the student is tested in a setting different from that made available for most students

**Recommendation for Use:** students who are easily distracted (or may distract others) in the presence of other students. The setting may be in a different room that allows them to work individually or among a smaller group. Or, the setting may be in the same room but in a specific location.

**Disability Type:** ADHD, Specific Learning Disability, Emotional Disturbance





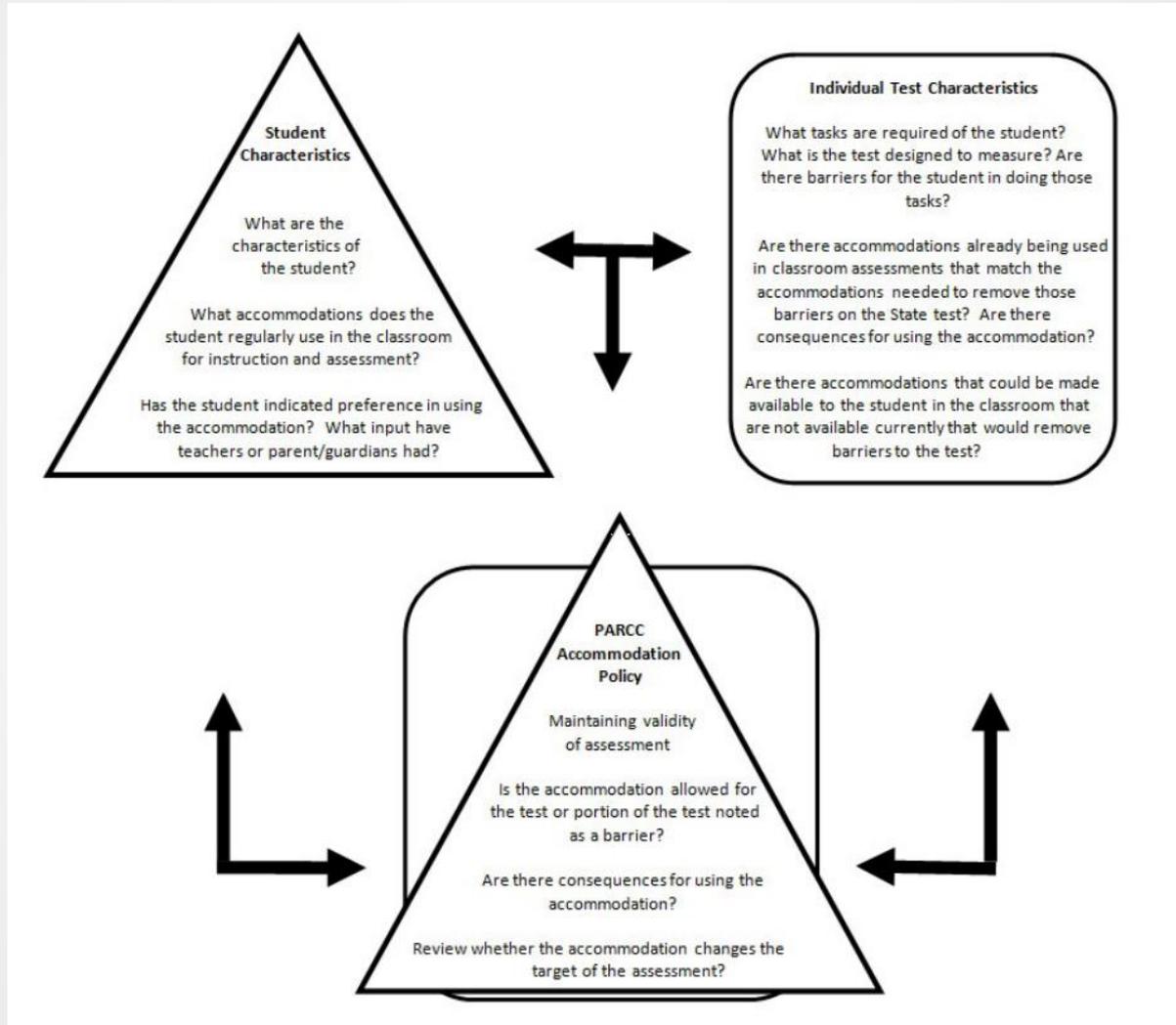
# Selecting Accessibility Features and Accommodations



# Selecting Accessibility Features and Accommodations

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

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





# Guiding Questions

- 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 CCSS?



Q&A



Thank you!

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

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