



# 2019-20 PARCC & DC Science Testing Accommodations and Accessibility Features

Jan. 30, 2020 | Michael Craig

# Agenda

- **Warm-up**
- **Accommodations vs Accessibility Features**
  - What are accommodations?
  - What are accessibility features?
  - Accessibility system
- **Identifying Accommodations for Individual Students**
  - Decision making process
- **Utilizing Accommodations in the Classroom**
  - Classroom accommodations
  - Statewide assessment accommodations
- **Dissecting Specific Accommodations**



## Accommodations & Accessibility Features

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## Warm-up

# Accessibility Feature or Accommodation

Sort the following list into accessibility features or accommodations:

Bookmark

Extended  
Time

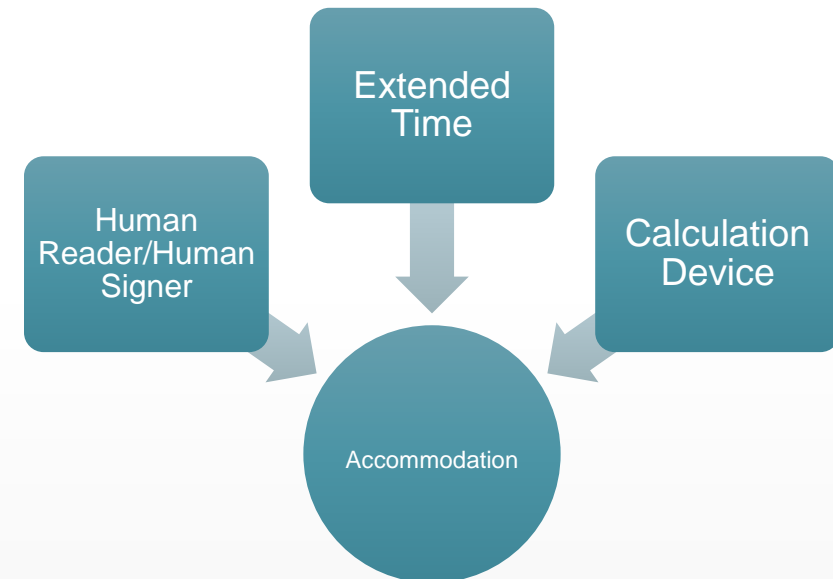
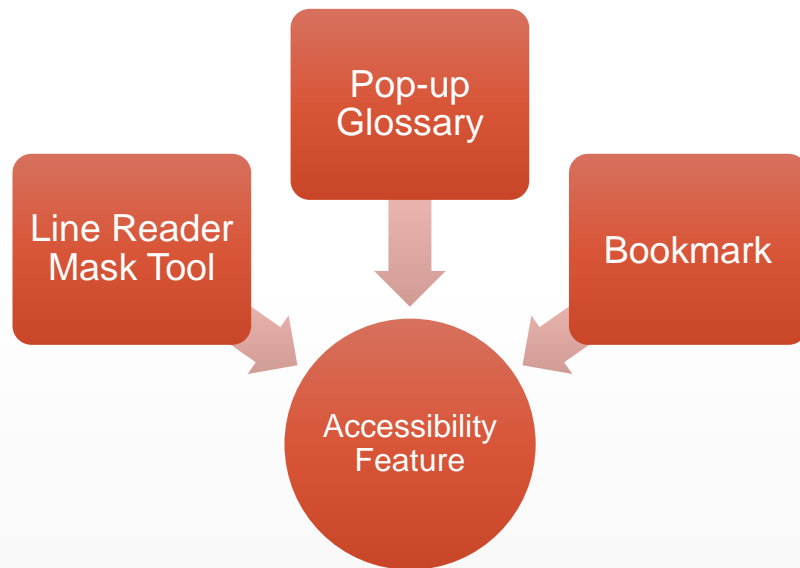
Calculation  
Device

Line Reader Mask Tool

Pop-up  
Glossary

Human Reader/Human Signer

# 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.

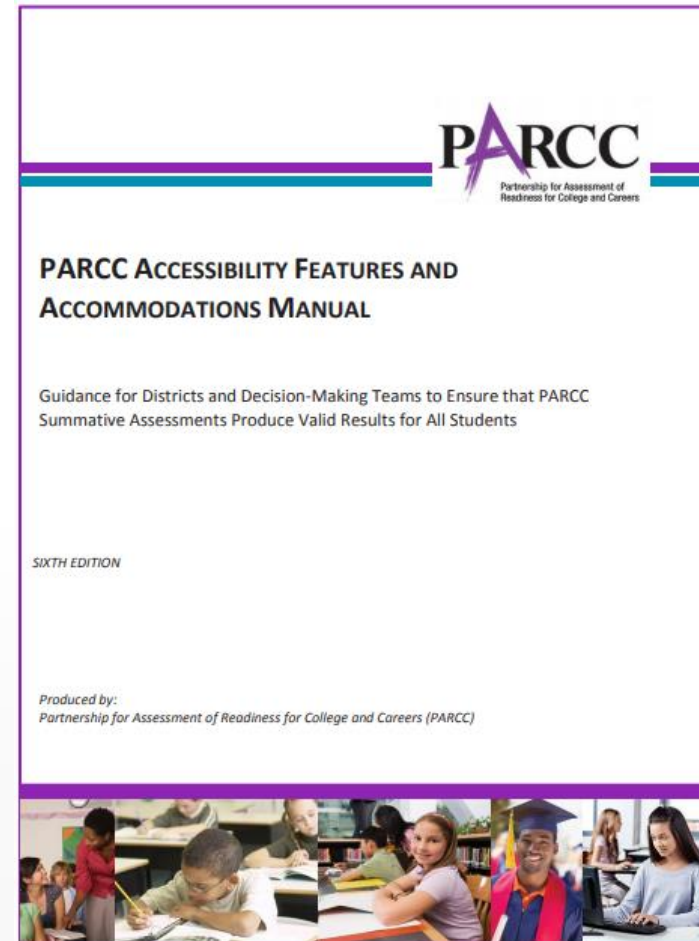
# District of Columbia Statewide Assessments

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
Dynamic Learning Maps (DLM)	Essential Elements	Grade 5, Grade 8, H.S. Biology
WIDA ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	Grades K - 12 English Learners (ELs)
WIDA Alternate ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	Grades 1-12 English Learners (ELs)



# 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





# DC Science Assessment

The DC Science Assessment includes a wide range of accommodations and accessibility features that can be administered to support students

- Testing Accommodations Guide Part 1: Students with Disabilities
- Qualifying criteria for each accommodation
- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of the assessment



## Testing Accommodations Guide

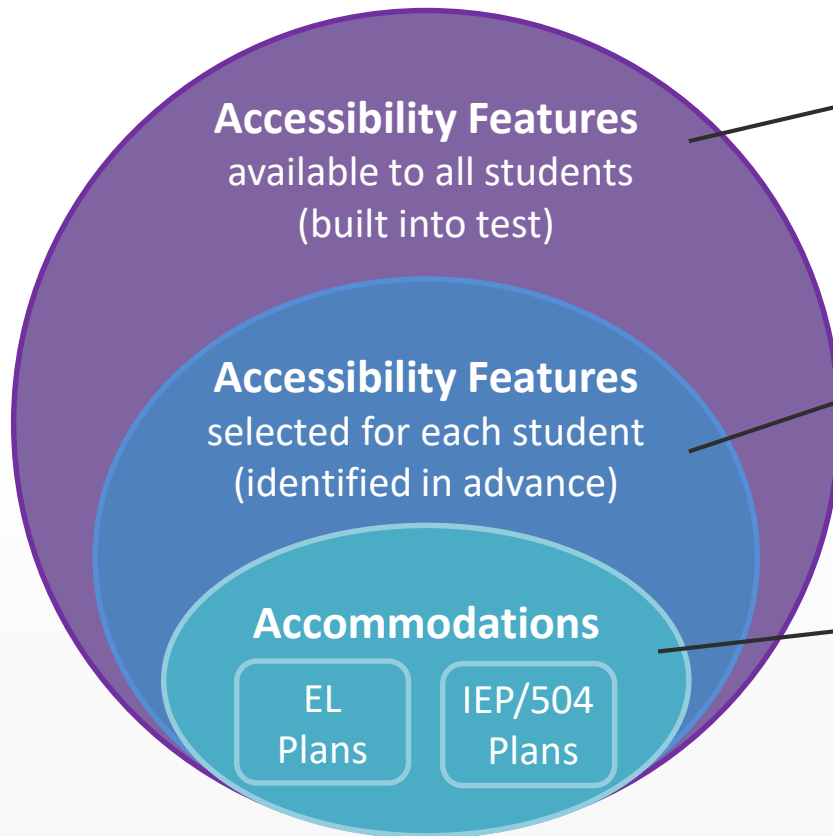
### Part I: Students with Disabilities

2018-19

A Guide to the Selection and Identification of Accommodations on District of Columbia Statewide Assessments for Students with Disabilities with Individualized Education Programs or Section 504 Plans

Setting Accommodations		PARCC ELA 2018-19	PARCC Mathematics 2018-19	DC Science 2018-19	MSAA ELA & Mathematics 2018-19	DLM 2018-19	ACCESS for ELLs 2.0 2018-19 (ELs with disabilities)				
								L	R	S	W
Specialized Equipment, Furniture, or Lighting	Adaptive and Specialized Equipment or Furniture (administrative consideration) <i>Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).</i>										
Noise Buffer or Headphones	Headphones or Noise Buffer (accessibility feature) <i>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.</i>										
Preferential seating	Specified Area of Setting (administrative consideration) <i>Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).</i>										
Location with Minimal Distractions	Separate or Alternate Location (administrative consideration) <i>Student is tested in a location other than their originally scheduled testing classroom.</i>							Specific Seating (administrative consideration)  <i>Student is tested in a location other than their originally scheduled testing classroom.</i>			
Individual Testing	Small Group Testing (administrative consideration)  <i>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.</i>				n/a  <i>MSAA and DLM are administered in a one-on-one setting</i>		Individual or Small Group Setting (administrative consideration)  <i>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.</i>				
Small Group Testing											
Unique/ Non-Standard Accommodation	Statewide Unique Accommodation Request  <i>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 <a href="http://osse.dc.gov/service/testing-accommodations">http://osse.dc.gov/service/testing-accommodations</a> to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</i>										

# Accessibility System



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

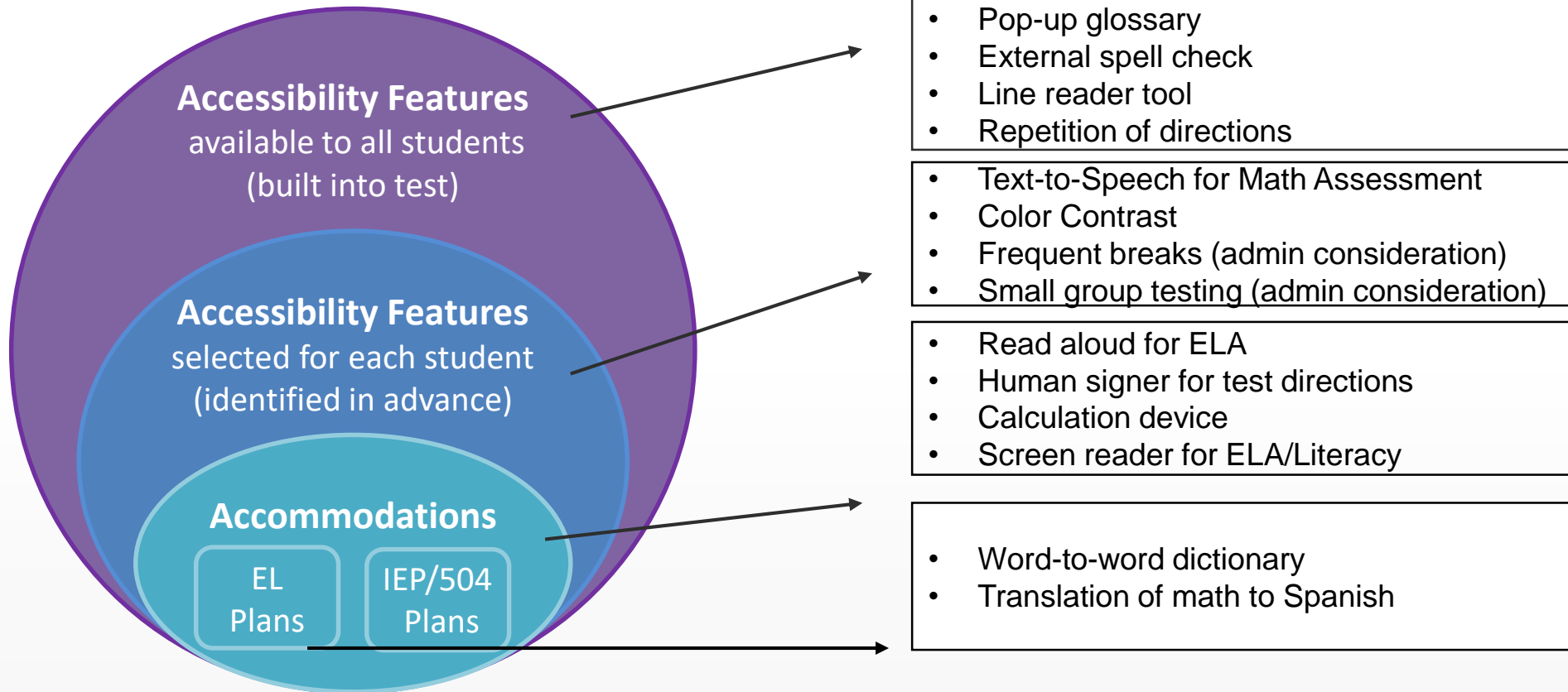
Additional accessibility features are available to **any student in need of feature**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (Individual Education Plans or Section 504 plans)** and others for **ELs with EL plans**.

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

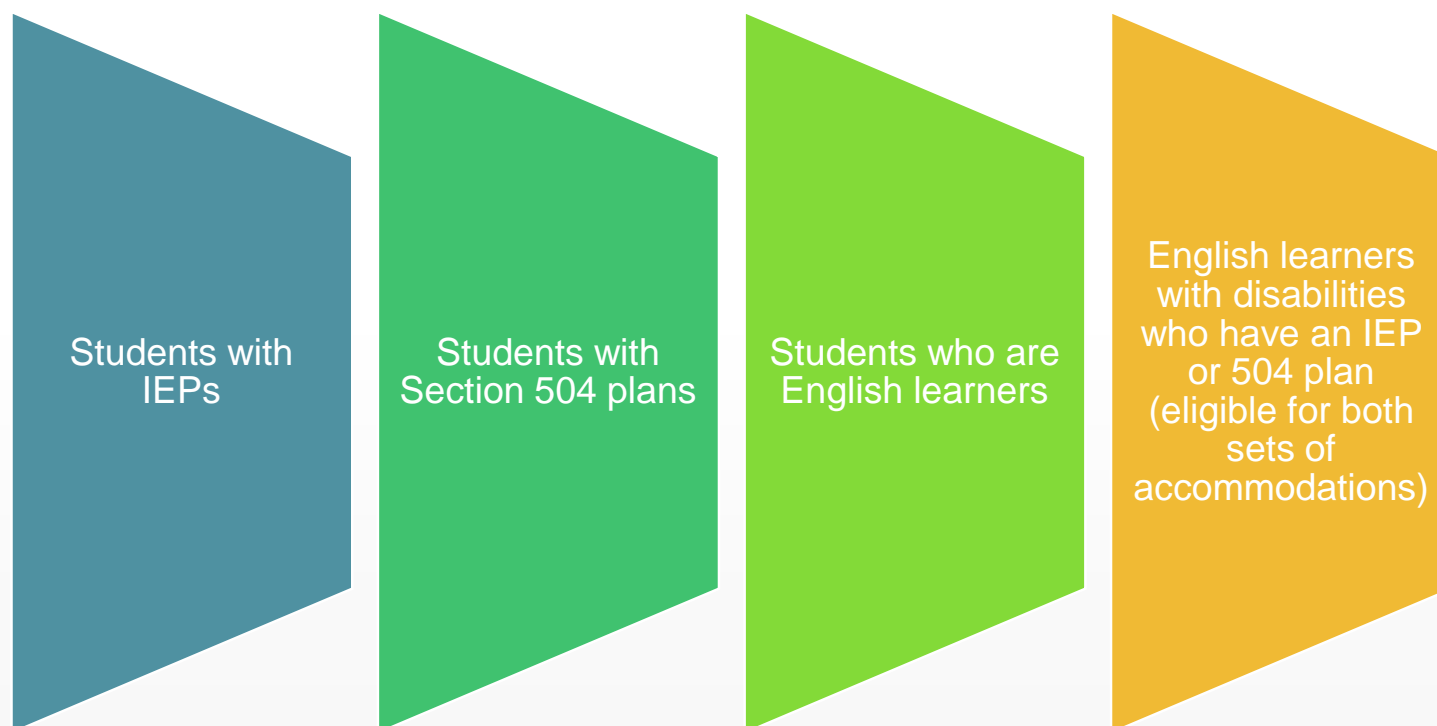
# Accessibility System

Examples of each type of feature:

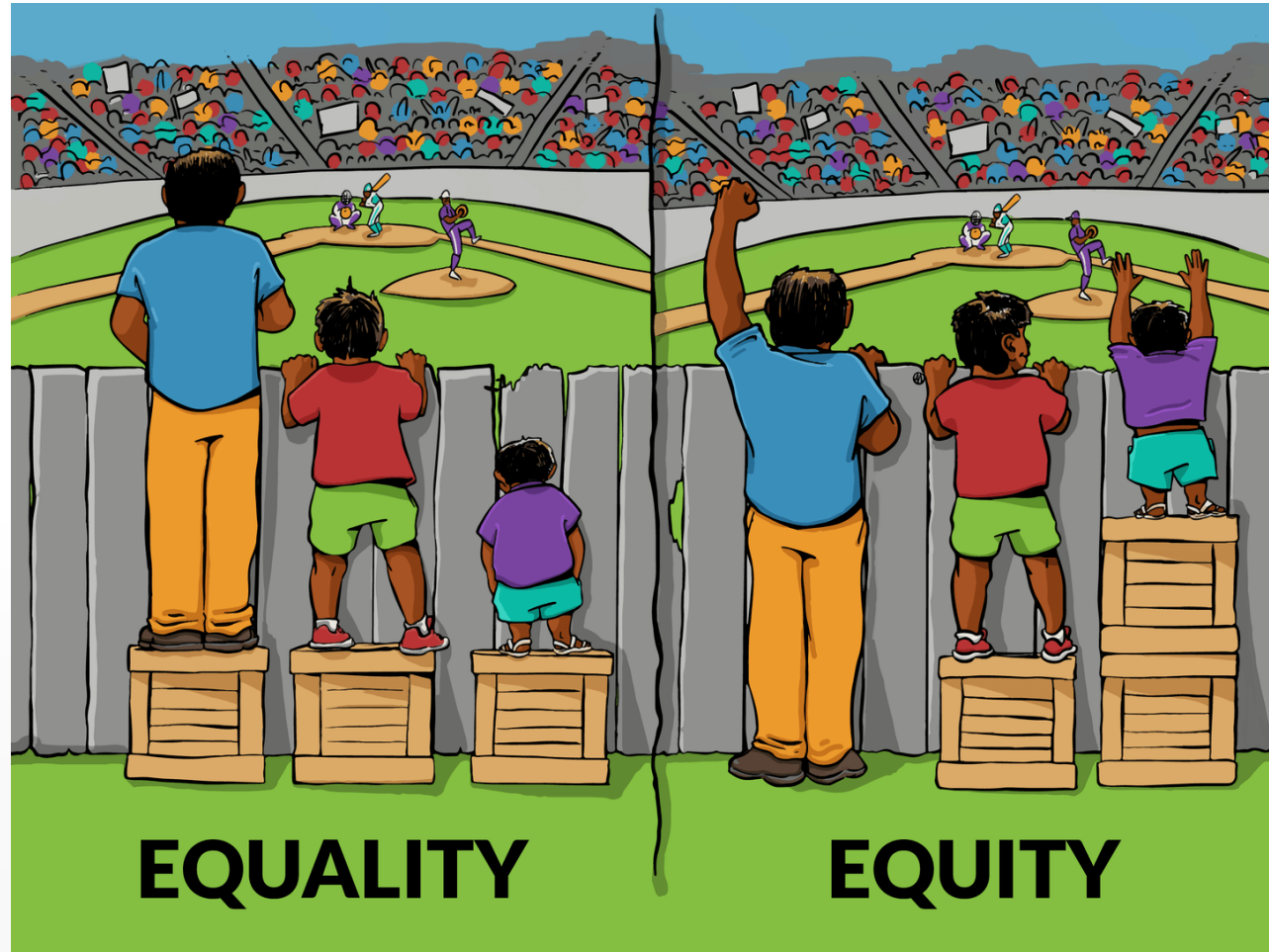


# Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments



# Equality vs Equity





## Identifying Accommodations for Individual Students

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# 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 support 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 or DC Science assessments



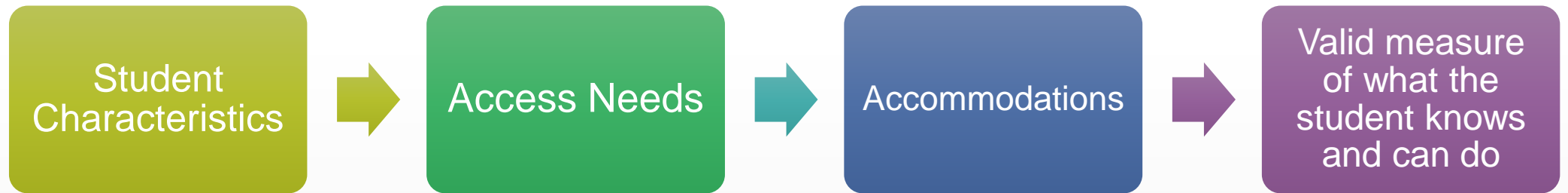
# Decision Making Process

Considerations for selecting PARCC and DC Science Assessment accommodations for students with disabilities, ELs, and ELs with disabilities

Factors		
Student Characteristics	Individual Test Characteristics	PARCC Accommodation Policy
What are the characteristics of the students?	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

Examine the tasks students are being asked to do on the PARCC or DC Science assessments

Characteristics of the assessment

Assessment tasks and classroom assessment tasks similarity

Assessment accessibility feature/accommodation similarity

Existing barrier removal by using accessibility features/accommodations

# PARCC & DC Science 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 Common Core State Standards or Next Generation Science Standards?



## **Classroom vs Statewide Assessment Accommodations**

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# Classroom Accommodations

- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of the classroom assessment
- Accommodations should:
  - Be consistent with those provided for classroom instruction and classroom assessments
  - 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 and/or 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 PARCC and DC Science 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
  - Avoid using a “kitchen-sink” method that provides students with unnecessary or mutually contradictory accommodations



## Dissecting Specific Accommodations

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# Guidance for Specific Accommodations

- **Read Aloud for ELA/Literacy Assessments (SEDS)**
  - Text-to-Speech, ASL Video, Human Reader/Human Signer (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

# Guidance for Specific Accommodations

- **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 Specific Accommodations

- **Text-to-Speech for Mathematics and Science**
  - Human Reader/Human Signer Accessibility Feature for Mathematics and Science
    - Student uses a human reader, human signer, text-to-speech function, or audio file to hear the test questions
    - Students should be grouped together with those taking the same test form
    - Human Reader for mathematics is an accessibility feature
    - Refer to Appendix B in the PARCC Accessibility Features and Accommodations Manual

# 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
  - [2019-20 Unique Accommodation Request Forms](#) can be found on the OSSE website
  - Unique Accommodations are intended to support the students 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)



# Questions

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