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
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
Feature

Line Reader
Mask Tool

Pop-up
Glossary

Bookmark

Human
Reader/Human
Signer

Extended
Time

Calcula-
tion
Device

Accommodation
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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Standards Alignment</th>
<th>Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC ELA/Literacy</td>
<td>ELA Common Core State Standards (CCSS)</td>
<td>Grade 3 – High School</td>
</tr>
<tr>
<td>PARCC Mathematics</td>
<td>Mathematics Common Core State Standards</td>
<td>Grades 3 – 8, Algebra I &amp; II, Geometry</td>
</tr>
<tr>
<td>Multi-State Alternate Assessment (MSAA)</td>
<td>Alternative Achievement Standards based on Math and ELA CCSS</td>
<td>Grades 3 – 8 &amp; 11 Students with significant cognitive disabilities</td>
</tr>
<tr>
<td>DC Science Assessment</td>
<td>Next Generation Science Standards (NGSS)</td>
<td>Grade 5, Grade 8, H.S. Biology</td>
</tr>
<tr>
<td>Dynamic Learning Maps (DLM)</td>
<td>Essential Elements</td>
<td>Grade 5, Grade 8, H.S. Biology</td>
</tr>
<tr>
<td>WIDA ACCESS for ELLs 2.0</td>
<td>WIDA English Language Development (ELD) Standards</td>
<td>Grades K - 12 English Learners (ELs)</td>
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<td>Grades 1-12 English Learners (ELs)</td>
</tr>
</tbody>
</table>
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
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
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:

Accessibility Features available to all students (built into test)

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

Accessibility Features selected for each student (identified in advance)

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

Accommodations

- Read aloud for ELA
- Human signer for test directions
- Calculation device
- Screen reader for ELA/Literacy

EL Plans
IEP/504 Plans

- Word-to-word dictionary
- Translation of math to Spanish
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
Identifying Accommodations for Individual Students
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

<table>
<thead>
<tr>
<th>Factors</th>
<th>PARCC Accommodation Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Characteristics</strong></td>
<td><strong>Individual Test Characteristics</strong></td>
</tr>
<tr>
<td>What are the characteristics of the students?</td>
<td>What tasks are required of the student? What is the test designed to measure?</td>
</tr>
<tr>
<td>What accommodations does the student regularly use in the classroom for instruction and assessment?</td>
<td>Are there accommodations already being used in classroom assessments that match the accommodations needed to remove those barriers on the state test?</td>
</tr>
<tr>
<td>Has the student indicated preference in using the accommodation? What input have teachers or parent/guardians had?</td>
<td>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?</td>
</tr>
</tbody>
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Student Characteristics

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

Student Characteristics → Access Needs → Accommodations → Valid measure of what the student knows and can do
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
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 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
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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