




PARCC Accessibility Features and Accommodations Manual Training for the PARCC Field Test

*ASU PARCC Conference
January 2014*




Participant Outcomes

Participants will:


- Receive PARCC Field Testing Updates
- Review the PARCC Accessibility Features and Accommodations that will be available for the 2014 field testing
- Review the changes between the PARCC Accommodations policies and the current Arkansas Accommodations policies.

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A New Vision for Accessibility

- Apply principles of **universal design** for accessible assessments during every stage of the development
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured
- Measure the **full range** of complexity of the standards
- Leverage **technology** for the accessible delivery of assessment



A New Vision for Accessibility


- Build **accessibility** throughout the test itself without sacrificing assessment validity
- Use a combination of 'accessible'-authoring and accessible technologies from the inception of items and tasks
- **Engage** state and national experts



PARCC Accessibility Features and Accommodations Manual-2nd edition

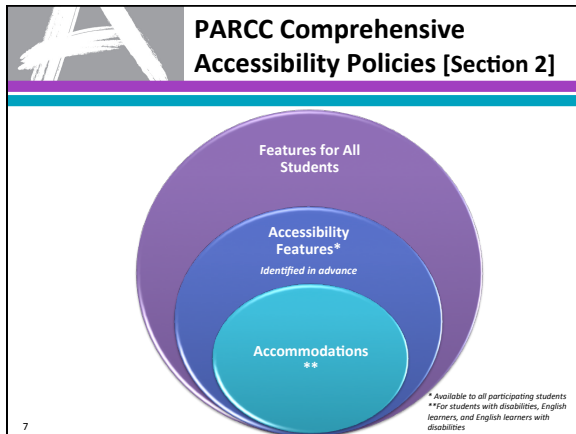
The **second edition** is a comprehensive policy document that will support local educators in the **selection, administration, and evaluation** of accommodations for the assessment of students with disabilities, English learners, and English learners with disabilities on the computer-delivered PARCC Mid-Year, Performance-Based, and End-of-Year Assessments.

- The manual provides educators with information on the accommodations which, when used on the PARCC End-of-Year, Performance-Based-Assessment, and Mid-Year assessment, will result in a valid score for a student.
- Note: The mid-year is a non-summative, non-required assessment that AR does not plan to purchase for LEAs.



Overview of the PARCC Manual


- **Background and Introduction**
- **Section 1: Overview of the PARCC Assessment, Claims, and Design**
- **Section 2: PARCC Accessibility System & Accessibility Features for All Students Taking PARCC Assessments**
- **Section 3: Accommodations for Students with Disabilities**
- **Section 4: Accommodations for English Learners**
- **Section 5: Steps in the Decision-Making Process**





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- Tool, support, scaffold, or preference that is built into the assessment system that can be activated by ***any student***, at his or her own discretion.
 - Universal Design features expected to benefit a diverse array of students and are available to all students.
 - Provided onscreen, stored in a toolbar, or are accessible through a menu or control panel, as needed.
 - During the assessment, students can choose which accessibility features they need for specific items. Examples include: audio amplification, highlighting, pop-up glossary, etc.
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Accessibility Features for All Students
Audio Amplification
Blank Paper <i>(provided by test administrator)</i>
Eliminate Answer Choices
Flag Items for Review
General Administration Directions Clarified <i>(by test administrator)</i>
General Administration Directions Read Aloud and Repeated <i>(by test administrator)</i>
Highlight Tool

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 Accessibility Features for All Students	
Accessibility Features for All Students	
Headphones	
Magnification/Enlargement Device	
NotePad	
Pop-Up Glossary	
Redirect Student to Test <i>(by test administrator)</i>	
Spell Checker	
Writing Tools	
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 Limitations for Field Testing	
<ul style="list-style-type: none"> • Notepad tool is not available • Spell Check is not available on Windows 	
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 Accessibility Features Identified in Advance	
<ul style="list-style-type: none"> • Available to <i>all students</i> (i.e., not limited to students with IEPs, 504 plans, or English learners), but will be selected and “turned on” by school-based educators prior to the assessment, based on each student’s Personal Needs Profile (PNP). • Based on each student’s individual needs, a PNP is created for the student to ensure that he or she receives appropriate access without the distraction of other tools and features that are <i>not</i> required by the student. • Although school-based educators will enable specific accessibility features for students, the student will decide whether or not to use the feature. These accessibility features will be readily available on the computer-delivered testing platform. 	
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Accessibility Features Identified in Advance-Field Testing

- The PNP Process **will not** be operational for field test.
- PARCC has developed the **PARCC Field Test PARCC Accessibility Features and Accommodation Documentation Form**
 - Documents the accessibility features and accommodations that must be identified in advance.
 - Can be used to assist in registering students for field test via PearsonAccess.

Let's Review the form!




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

This form may be used to document the accessibility features and accommodations while registering students for the PARCC field test. This form can be used by school- or district-level staff as an easy reference to identify features a student can access on the computer-based field testing and other data required by PARCC to ensure students take the appropriate session of the field test. Please note that all accommodations must be already documented in the student's Individualized Education Program (IEP), 504 plan, or if required by the PARCC member state, an English Learner plan.

Student Name: _____	Date: _____
Grade: _____	Student ID#: _____
School Name: _____	
School District/LEA: _____	


Important Note: Please refer to the *PARCC Accessibility Features and Accommodations Manual* for detailed information on the full spectrum of accessibility features, accessibility features to be identified in advance, and accommodations that will be available for the PARCC Operational Assessments.

Table #1: Accessibility Features Identified for Field Test Computer-Based Testing



<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 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:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please indicate the background and font color option for the student.
	<div style="display: flex; align-items: center; margin-bottom: 5px;"> Black on Cream </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> Black on Light Blue </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> Black on Light Magenta </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> White on Black </div> <div style="display: flex; align-items: center;"> Light Blue on Dark Blue </div>	




Accessibility Features Identified in Advance

Accessibility Features Identified in Advance


- Answer Masking**
- Background/Font Color (Color Contrast)**
- General Masking**
- Text-to-Speech for the Mathematics Assessments**

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Limitations for Field Testing:

- General Masking: Not Available
- Text-To-Speech for Math: For PBA and EOY
 - Grades 4, 7, Algebra only
 - Human reader will be needed for other grades*
- Background/Color Font: For PBA and EOY
 - ELA Grades 3, 5, 8, 11 only
 - Math Grades 4, 7, Algebra I, Geometry only
- Answer Masking: Only for EOY
 - ELA Grades 3, 5, 8, 11 only
 - Math Grades 4, 7, Algebra I, Geometry only




Administrative Considerations for All Students

Principals, STCs or the IEP, 504 or EL team may determine that any student may require one or more of the following **test administration considerations**, regardless of the student’s status as a student with a disability or who is an English learner:

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

Please note: IEP, 504 and EL teams may still document these needs in a student’s IEP, 504 or EL plan based on the individual needs of students.
Principals may not override a team decision.

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 **The 5-Step Process**

Decision-Making Process for Selecting, Using, and Evaluating Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities

(5-Step Process)

[Section 5]

 **The 5-Step Process Includes:**


Step 1: Expect all Students to Achieve Academic Grade-Level Content Standards


Step 2: Learn About Accessibility Features and Accommodations


Step 3: Select Accessibility Features and Accommodations for Individual Students



Step 4: Administer Accommodations during Assessments


Step 5: Evaluate and Improve Accommodations Use

	
Proposed Accommodations for Students with Disabilities	
[Section 3]	

 Presentation Accommodations Available for Field Test	
Content Area	Presentation Accommodations
ELA/Literacy	<p>Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <p>Blindness or a visual impairment and has not learned (or is unable to use) braille; OR A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently); OR Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</p>

 Presentation Accommodations Available for Field Test	
Content Area	Presentation Accommodations
ELA/Literacy	<p>Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages</p> <p>Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> •The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter; •The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; •The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.

 Appendix D: Text-to-Speech, Human Reader, or Interpreter Accommodation for ELA/Literacy Assessments Individualized Education Program (IEP) or 504 Plan Decision-Making Tool	
<ul style="list-style-type: none"> • PARCC has developed an IEP and 504 Decision-Making Tool for States Use. • This decision-making tool is an optional tool that can be used to document the IEP or 504 team decision for a student's participation in the ELA/literacy assessments for grades 3-11. 	
	




Additional Guidance for Human Readers

For human readers who are delivering a read aloud accommodation they must refer to the appendices below:

- **Appendix B:** Test Administration Protocol for the Read Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for the Mathematics Assessments
- **Appendix I:** PARCC English Language Arts/Literacy Audio Style Guide (is available on the PARCC website)
- **Appendix J:** PARCC Mathematics Audio Style Guides (will be available on the PARCC website later this winter.)


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Presentation Accommodations Available for Field Test


Content Area	Presentation Accommodations
Both Content Areas	Additional Assistive Technology (Guidelines will be available later this winter.)


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Presentation Accommodations Available for Field Test


Content Area	Presentation Accommodations
Both ELA and Mathematics	<p>Appendix A: Accessibility Features and Accommodations for Student Taking the Paper and Pencil PARCC Assessments</p> <p>Condition #1: A student is unable to use a computer due to the impact of his or her disability.</p> <p>Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.</p> <p>Condition #3: The school has previously documented that it does not meet the technology requirements to provide the online assessment. The school must have the technology readiness survey on file.</p> <p>Please note: For Field Testing, schools have been assigned as a computer-based or a paper-based school, therefore, only condition 1 will apply if a student is unable to take the field test online; a paper-based assessment can be ordered via PearsonAccess for these students even if they have been identified as a computer-based testing school.</p>


 Presentation Accommodations Available for Field Test	
Content Area	Response Accommodations
ELA/Literacy	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for prose constructed responses (PCRs) on the English Language Arts/Literacy Assessments</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <p>A physical disability that severely limits or prevents the student's motor process of writing through keyboarding;</p> <p style="text-align: center;">OR</p> <p>A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.</p>

 Presentation Accommodations Available for Field Test	
Content Area	Response Accommodations
ELA/Literacy	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for prose constructed responses (PCRs) on the English Language Arts/Literacy Assessments</p> <p>Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> •The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; •The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team.

 Presentation Accommodations Available for Field Test	
Content Area	Response Accommodations
Both ELA/Literacy And Mathematics	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments</p> <p>Please note: This accommodation applies to Evidence Based Selected Response (EBSRs), and Technology Enhanced Constructed Response items (TECRs) (not Prose Constructed Response items) on the English Language Arts/Literacy assessments.</p>
<p>Appendix C: Protocol for the Use of the Scribe Accommodation This document will be released by PARCC later this winter.</p>	

 Response Accommodations Available for Field Test	
Content Area	Response Accommodations
ELA/Literacy	<p>Word prediction on the ELA/Literacy Performance-Based Assessment</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <p>A physical disability that severely limits or prevents the student from writing or keyboarding responses;</p> <p style="text-align: center;">OR</p> <p>A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.</p>

 Response Accommodations Available for Field Test	
Content Area	Response Accommodations
ELA/Literacy	<p>Word prediction on the ELA/Literacy Performance-Based Assessment</p> <p>Before listing the accommodation in the student’s IEP/504 plan, teams are instructed to consider whether:</p> <ul style="list-style-type: none"> •The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments. •The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.

 Response Accommodations Available for Field Test	
Content Area	Response Accommodations
Mathematics	<p>Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams should consider whether the student has:</p> <p>•A disability that severely limits or prevents the student’s ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.</p> <p>Please note: calculators or mathematics tools <u>cannot</u> be used on fluency items that measure Sub Claim E-Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the <i>Standards for Mathematical Content</i> would be compromised, and the score invalid.</p>

Response Accommodations Available for Field Test	
Content Area	Response Accommodations
Mathematics	<p>Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)</p> <p>Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> •The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction; •The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments. •The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.
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Calculation Device and Mathematics Tools, Cont'd.	
<ul style="list-style-type: none"> • The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator session of the Mathematics test. • If a talking calculator is used, the student must use headphones or test in a separate setting. • Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor. 	

Presentation Accommodations Available for Field Test	
Content Area	Presentation Accommodations
Both Content Areas	Additional Assistive Technology (Guidelines will be available later this winter.)
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A **Timing and Scheduling Accommodations for Field Test**

Category	Accommodation
Timing & Scheduling	<p>Extended Time</p> <p>Teams should consider whether the built-in overage time provided (refer to the PARCC Test Administration Manual) will meet the student's needs prior to including a provision for extended time in student plans.</p>
<p>Review Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation...</p>	


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A **Limitations for Field Testing:**


- Refreshable braille displays available for ELA/Literacy only
- Hard-copy braille not available at all
- Closed-captioning not available at all
- Descriptive video not available at all
- Tactile graphics not available at all
- ASL video interpreter not available at all
- Text-To-Speech for ELA/Literacy: For PBA/EOY
 - ELA Grades 5, 8, 11 only*
 - Human reader needed for other grade levels

A **Limitations, Cont'd**

- Assistive Technology:
 - External Devices (no software component) use will be available
 - Devices/software (internal) use will not be available




Accommodations Policies for English Learners



Proposed Guidance on Selecting Accommodations for English Learners

When selecting accommodations for English learners, consider the student's:

1. **Level of English language proficiency (ELP) on the state ELP test**
 - Beginning, Intermediate, or Advanced
2. **Literacy development in the native language**
 - Native language literacy
 - Interrupted schooling/literacy background
3. **Background factors that impact effective accommodations use**
 - Grade/age
 - Affective filter (i.e., level of student anxiety/comfort with English)
 - Time in U. S. schools




Accommodations for English Learners

KEY for Table 5 below:


- Highly recommended for use by English learners at this English language proficiency level
- ⊙ Recommended for use by English learners at this English language proficiency level
- May not be appropriate for students at this ELP level

Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○
Word-to-Word Dictionary (English/Native Language)	○	●	●


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 **Other Forms:**

- Emergency Accommodation Request Form: Appendix G
- Student Refusal Form: Appendix H
- Unique Accommodations Request Form: Appendix F
 - For Field Test, use current ADE form

 **Documenting Field Testing Accommodations in the IEP/504**

- All accommodations that a student needs for standardized testing should be documented in the student’s IEP in the appropriate section of the Consideration of Special Factors page (IEP #102), as well as in the section for daily accommodations.
- Any accommodation that Arkansas does not currently allow for our Benchmark/EOC/Literacy exams, but is allowed by PARCC, must be written clearly and separately into the IEP. (For example, a mathematical tool for the non-calculator section of the math assessment).

 **Documenting Accommodations, Cont’d.**

- Although PARCC has made some supports and features universal for all students, some of these supports are still seen as accommodations for other assessments.
- IEP teams may want to continue to document extended time, small group, etc. as accommodations in light of requirements for other assessments.
- For example: ACT, SAT



Documenting Accommodations, Cont'd.

- You may add PARCC accommodations for field testing through a Separate Programming Conference or through an IEP amendment process.
- You may do the equivalent to add PARCC accommodations to a 504 plan.




IEP Documentation

- Standard Testing Accommodations:
 - Small group, read aloud for allowable sessions.
- PARCC Field Test:
 - Use of four-function calculator for non-calculator sessions, read aloud for ELA/Literacy.



Partnership for Assessment of Readiness for College and Careers

Web: www.parcconline.org
 Sample Items: <http://www.parcconline.org/samples/item-task-prototypes>
 Test Administration Guidance: <http://parcconline.org/assessment-administration-guidance>
 Assessment Policies: <http://parcconline.org/parcc-assessment-policies>
 PARCC Accessibility and Accommodations Manual and Appendices:
<http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>
 Twitter: @PARCCPlace



Questions?

- For additional information about PARCC, please check out the website: www.parcconline.org.
- Questions related to the content of the second edition of the *PARCC Accessibility Features and Accommodations Manual* or *policies*. Please contact Jennifer Brown (jennifer.brown@arkansas.gov) or Melody Morgan (melody.morgan@arkansas.gov).
- Questions Related to English Learners and Accommodations, please contact Dr. Andre Guerrero (andre.guerrero@arkansas.gov)
- ADE Field Test Contact: Sheree Baird (sheree.baird@arkansas.gov)
