



PARCC Accessibility Features and Accommodations SDW Presentation

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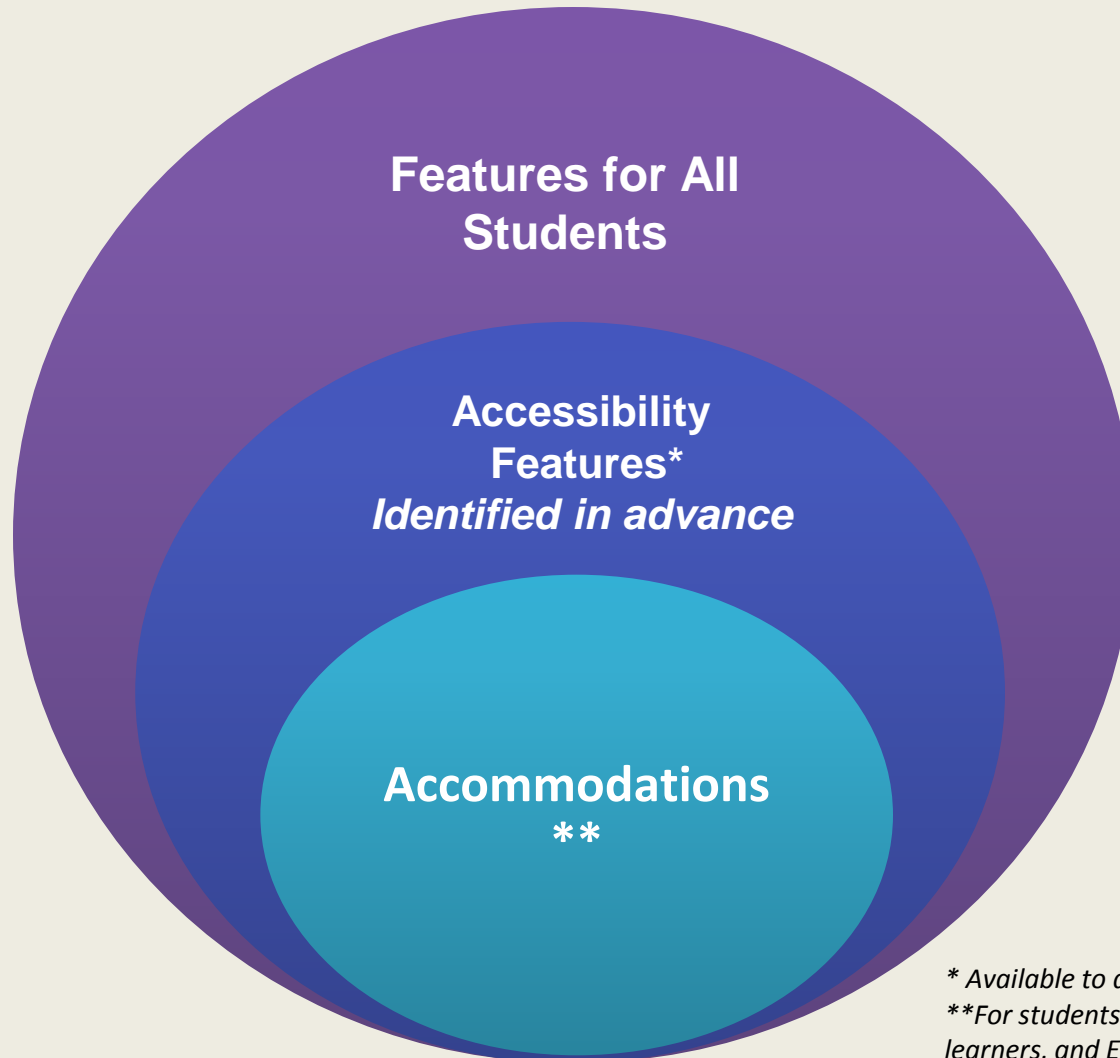
Universal Design

- Assessments that are designed and developed to allow participation of the widest possible range of students
- Result in valid inferences about student performance
- Results are not affected by disability, gender, race, or English language ability
- Not intended to eliminate individualization
- Reduce the need for accommodations

Accommodations:

- Provide **equitable** access during **instruction and assessment**
- Consistent with those provided for classroom instruction and assessments
- Reduce or eliminate the effect's of a student's disability or English language proficiency
- Do not reduce learning expectations
- Do not compromise the integrity or validity of assessment

PARCC Comprehensive Accessibility Policies



** Available to all participating students
**For students with disabilities, English learners, and English learners with disabilities*

Accessibility Features for All Students

- 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.
- 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.

Accessibility Features for All Students

Accessibility Features for All Students

Audio Amplification

Blank Paper *(provided by test administrator)*

Eliminate Answer Choices

Flag Items for Review

General Administration Directions Clarified *(by test administrator)*

General Administration Directions Read Aloud and Repeated *(by test administrator)*

Highlight Tool

Headphones or Noise Buffers

Magnification/Enlargement Device

Line Reader Tool

NotePad

Pop-Up Glossary

Redirect Student to Test *(by test administrator)*

External Spell Check Device

Writing Tools

Accessibility Features Identified in Advance

Accessibility Features Identified in Advance

Answer Masking

Color Contrast (Background/Font Color)

Text-to-Speech for the Mathematics Assessments

Human Reader or Human Signer for the Mathematics Assessments

****Above Features must be included in a student's Personal Needs Profile (PNP)**

Administrative Considerations for All Students

- Principals 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

Personal Needs Profile (PNP)

The PNP is a collection of student information, including student demographic information, the computer-based accessibility features that are needed by each student, and accommodations (if needed).

A PNP is imbedded for all students. Additional features are individually determined and based on observations and preferences of student.

Questions?

Groups of Students who may receive accommodations

- Students with disabilities who have an IEP
- Students with a section 504 plan
- Students who are English learners
- Students who are English learners with disabilities who have an IEP or 504 plan

Types of Accommodations:

- Presentation Accommodations
- Response Accommodations
- Timing and Scheduling Accommodations
- Setting Considerations

Accommodations

- Must be documented in the IEP or Section 504 Plan
- Accommodations listed in the Personal Needs Profile (PNP).
- Accommodation should be used routinely during class instruction and other locally administered assessments

Presentation Accommodations

- Accommodations that alter the method or format used to administer a PARCC assessment to a student, includes auditory, tactile, visual, and /or combination of these.

Possible Accommodations

- Assistive Technology
- Screen Reader Version for Mathematics
- Refreshable Braille Display with Screen Reader Version for ELA/Literacy
- Hard Copy Braille Edition
- Large Print Edition
- Paper-Based Edition
- Closed Captioning of Multimedia on the ELA/Literacy Assessments
- *Text to Speech or Video of Interpreter
- ASL Video for the Mathematics Assessments
- Human Signer for Test Directions
- Students Reads Assessment Aloud to Themselves

Response Accommodations

- Allow students to use alternative methods to provide responses to test items

Possible Accommodations

- Assistive Technology
- Braille Note-Taker
- Braille Writer
- Calculation Device and Mathematics Tool (on Calculator Sections of Mathematics Assessments)
- *Calculation Device and Mathematics Tool (on Non-Calculator Sections of Mathematics Assessments)
- ELA/Literacy Selected Response : Speech-to-Text
- ELA/Literacy Selected Response: Human Scribe
- ELA/Literacy Selected Response: Human Signer
- ELA/Literacy Selected Response: External Assistive Technology Device
- Mathematics Response: Speech-To-Text

Possible Accommodations

- Mathematics Response: Human Scribe
- Mathematics Response: Human Signer
- Mathematics Response: Assistive Technology Device
- *ELA/Literacy Constructed Response: Speech-To-Text
- *ELA/Literacy Constructed Response: Human Scribe
- *ELA/Literacy Constructed Response: Human Signer
- *ELA/Literacy Constructed Response: Assistive Technology
- Word prediction: External Device

Timing and Scheduling Accommodations

- Accommodations in the allowable length of time for a student to complete the test and may change the way in which time is organized

Possible Accommodations

- Extended time

Setting Considerations

- Part of Universal Design
 - Small group
 - Specified area
 - Separate/alternate location
 - More room or extra space
 - Special equipment

Unique Accommodations

- Accommodations needed that are not included in the list
 - Complete request form
 - Submitted 4 weeks prior to testing

Emergency Accommodations

- For students who incur a temporary injury that interferes with testing shortly before or during testing
 - Complete form and maintain in the student assessment file
 - No state approval is required for an emergency accommodation
 - Must notify parent

Accommodation Refusal

- A student is refusing an accommodation in the IEP or 504 Plan
 - Continue to offer accommodation throughout testing session
 - Place form in student file
 - Send copy of form to parents (and other necessary team members) on the day of the refusal

Selecting Accommodations

- Student's learning needs
- Characteristics of the test
- Following PARCC policies
- The IEP/504 team is responsible for selecting accommodations and take into consideration if accommodations are:
 - Necessary to access test items
 - Have been useful to other students with similar profiles
 - Will negatively affect integrity, validity, and security of test

Who Selects Accommodations?

- Students
- ESL/Bilingual teacher
- General Education Teacher
- Special Education Teacher
- Parents
- School Administrator

Guidelines

- Accommodations should:
 - Be part of daily instruction and not only given for assessments
 - Be monitored for effectiveness
 - Be based on individual need

Questions?

THANK YOU!!!!!!!