



PARCC Accessibility Features and Accommodations Manual

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NJ DOE




AGENDA

- New Statewide Assessments – 2014 -2015
 - Partnership for Assessment of Readiness for College and Career (PARCC)
 - Dynamic Learning Maps (DLM) Assessment
- PARCC Accessibility Features and Accommodations
- Shifts From Former State Policy
- Decisions to be made by IEP/504Teams
- Strategies for Implementing Accommodations and Accessibility Features



What is PARCC?

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 17 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.
- PARCC assessments are computer based and aligned with the Common Core State Standards (CCSS). They will replace the NJ ASK and HSPA in 2014 – 2015 school year. (*Science and Biology will continue to measure the New Jersey Core Curriculum Content Standards*).
- The PARCC website <http://www.parcconline.org/> has considerable information on the test's design, sample items, Frequently Asked Questions (FAQs), technology requirements, and other tools to assist with the implementation of the assessment.



What is the Dynamic Learning Maps (DLM) Assessment?

- The DLM is a computer-based assessment aligned with the Common Core State Standards that will replace the New Jersey APA in *Language Arts Literacy and Mathematics*. *The Science and Biology APA will continue to measure the New Jersey Core Curriculum Content Standards.*
- New Jersey is one of 18 member states in the consortium created to develop and administer the DLM assessment.
- The DLM website has considerable information including test design, professional development modules, frequently asked questions (FAQs), technology requirements, etc. See www.dynamiclearningmaps.org for more details. This website is updated often so periodic review is encouraged.



DLM

- Designed for learners with significant cognitive impairments.
- Incorporates the elements of Universal Design.
- Includes a variety of student response options: touch screen, mouse, keyboards, and switches.
- Includes options for presentation of items such as magnification of text, and a text reader
- Options for presentation of tasks and response formats engaged based on a **completed student profile**.



APA – Science and Biology

- 2014-2015
 - APA in Science will be administered in grades 4, 8 and High School.
 - APA process for Science will be consistent with 2013-2014 administration
 - APA will continue to measure the Core Curriculum Content Standards in Science and Biology



PARCC Accessibility Features and Accommodations

- The second edition of the *PARCC Accessibility Features and Accommodations Manual* 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.



Development & Review

- Manual was developed and reviewed over the past year through an iterative process involving the following groups:
 - State experts serving on the PARCC Accommodations, Accessibility and Fairness Operational Working Group;
 - K-12 PARCC State Leads;
 - Additional state agency experts (including special education and English learner experts);
 - External experts, including English learner expert Lynn Shafer Willner, the National Center on Educational Outcomes (NCEO) and the PARCC Technical Working Groups on Equity, English Learners and Students with Disabilities;
 - National advocacy groups for students with disabilities, English learners, and equity and fairness; and
 - Staff from PARCC’s project management partner, Achieve.



Field Test vs Operational: Accessibility Features and Accommodations

- Today's webinar will cover the Accessibility Features and Accommodations for the operational test in 2015 (2014-2015 school year)
- In spring 2014, the PARCC Field Test will be administered to give students and local educators the opportunity to experience the administration of PARCC assessments.
 - Some of the features and accommodations that will be available for the operational test may not be available for the field test.
 - For those of you who will be participating in the Field Test, please visit the following link for the accessibility features and accommodations that will be available for the field test:

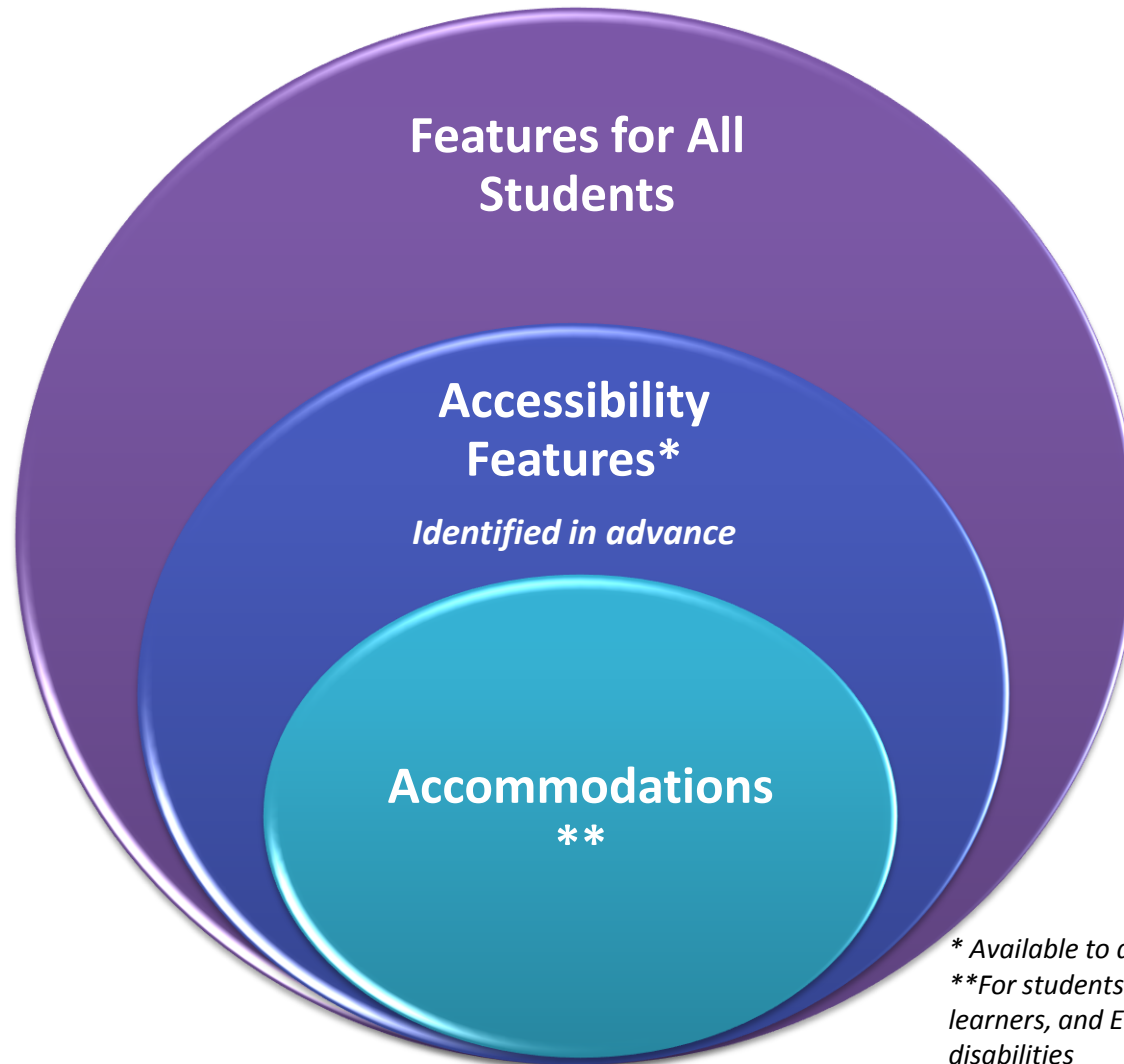
<http://www.parcconline.org/sites/parcc/files/Accessibility%20Features%20and%20Accommodations%20for%20Field%20Test.pdf>



What are the Policy Shifts?

- Universal Design – Products and environments that are usable by *all* students to the greatest extent possible without the need for adaptations or specialized design.
- The majority of the proposed accommodations policies are currently in use in New Jersey.
- Tools provided through PARCC’s computer-based assessment delivery system for *all* students to optimize their performance on the assessments.
- Tools frequently used in the classroom and daily life that were once provided only as accommodations for students with disabilities and English learners.

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.
- Universal Design features expected to benefit a diverse array of students and are available to all students.
- Tools provided onscreen, stored in a toolbar, or accessible through a menu or control panel, as needed.
- Tools for specific items selected by each student during the assessment based on their needs. Examples include: audio amplification, highlighting, pop-up glossary, etc.



Accessibility Features Identified in Advance

- Available to all students (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 *not* 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.



Accommodations for Students With Disabilities

For students with disabilities, IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student's Personal Needs Profile (PNP).

Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and

Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments, both before and after the test is administered



Accessibility Features for ALL Students

Accessibility Features for ALL Students	Features Identified in Advance (for All)
Audio Amplification	Answer Masking
Blank Paper	Background/Font Color (Color Contrast)
Eliminate Answer Choices	General Masking
Flag Items for Review	Text-to-Speech for the Mathematics Assessments
General Administration Directions Clarified (by test administrator)	
Highlight Tool	
Headphones	
Magnification/Enlargement Device	
NotePad	
Pop-Up Glossary	
Redirect Student to Test	
Spell Checker, Writing Tools, Line Reader Tool	



Accommodations: For Students with Disabilities

Accommodations

Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments

Braille Edition of ELA/Literacy Assessments

Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments

Descriptive Video

Video of a Human Interpreter for the Mathematics Assessments

Braille Edition of Mathematics Assessments

Additional Assistive Technology

Tactile Graphics

Video of a Human Interpreter for Test Directions

Paper-and-Pencil Edition

Scribing or Speech-to-Text

Word prediction on the ELA/Literacy Performance-Based Assessment

Braille note-taker

Extended Time



Accessibility Features for All Students : Descriptions

Support	Description
General Masking*	The student creates a custom “mask” to electronically cover portions of test items, including passages, as needed.
Highlight Tool	The student highlights text as needed to recall and/or emphasize.
Headphones or Noise Buffers	The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to required headphone for use on English Language Arts/literacy assessment).
Line Reader Tool	The student uses onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.
Magnification/Enlargement Device	The student enlarges text and graphics onscreen, up to 400% (while preserving clarity, contrast, and color).
17 NotePad	The student writes and edits notes using embedded



Accessibility Features for All Students : Descriptions (cont.)

Support	Description
Pop-up Glossary	The student is able to view definitions of pre-selected, construct-irrelevant words by selecting a hyperlink onscreen via a pop-up text box.
Redirect Student to the Test (by test administrator)	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.
Spell Checker	The student uses spell-check software.
Text-to-Speech for the Mathematics Assessments *	Text is read aloud to the student using embedded text-to-speech software. Student must be tested in a separate setting if unable to wear headphones.
Writing Tools	The student uses writing process tools for written responses, including cut and paste, copy, underline, bold, and insert bullets.
Answer Masking*	The student electronically "covers" answer options, as needed



Accommodations for Students with Disabilities



Presentation Accommodations

Content Area	Presentation Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages* Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for <i>ELA/Literacy</i>) Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments Descriptive Video
Mathematics	Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing Braille Edition of Mathematics Assessments (Hard-copy braille tests for <i>Mathematics</i>)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013) Tactile Graphics Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing



Response Accommodations

Content Area	Response Accommodations
ELA/Literacy	Scribing or <u>Speech-to-Text</u> (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
Mathematics	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments



Other Accommodations for Students with Disabilities

Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now considered accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks.



Unique/Emergency Accommodations

- A small number of students may require additional accommodations either because they are not listed in the PARCC manual, or they do not have an IEP or 504 plan but require an accommodation as a result of a recently-occurring accident or illness.
- PARCC states will review requests for unique accommodations in their respective states on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student, using guidelines comparable across PARCC states.



Administrative Considerations for All Students

- Detailed guidelines on the administration of the PARCC assessments are included in the *PARCC Test Administration Manual*.
- 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



What is New?

Accessibility Features for All Students

Flag Items for Review

Highlight Tool

Headphones

NotePad

Pop-Up Glossary

Spell Checker

Writing Tools

Background/Font Color (Color Contrast)

Text-to-Speech for the Mathematics Assessments



What is New?

Accommodations

Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments

Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments

Descriptive Video (ELA)

Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing

Additional Assistive Technology

Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing

Paper-and-Pencil Edition as an accommodation



Accommodations Categories

PARCC

NJ ASK/HSPA

Setting Considerations (Accessible to **ALL** Students)

Setting Accommodations (For students with IEP or 504 plans)

Timing and Scheduling Accommodations - frequent breaks, time of day etc (Accessible to **ALL** Students)

Scheduling Accommodations (For students with IEP OR 504 plans)

Presentation Accommodations

Test Materials Modifications

Response Accommodations / Presentation Accommodations

Test Procedure Accommodations



Accessibility and Accommodations Not Available for the Field Test

General Masking

NotePad

Braille Edition of ELA/Literacy and Math Assessments

Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessment

Descriptive Video

Tactile Graphics

ASL Video of the Mathematics Assessments for a student who is Deaf or Hard of Hearing

Word Prediction on the ELA/Literacy Performance-Based Assessment



Assessment Decisions for Individual Students



What's *Not* New?

- New Jersey will administer a general state assessment in mathematics, English Language Arts and Science (PARCC) AND an alternate assessment for students with the most significant cognitive disabilities (DLM).
- The IEP team determines whether a student with disabilities will participate in the PARCC or the DLM.
- The IEP or 504 team will determine what **accommodations** will be provided during administration of the PARCC and list them in the IEP or 504 plan.
- General education and special education staff need to ***plan ahead*** to ensure appropriate selection and administration of accommodations.



Step 1

- Expect all Students to Achieve Academic Grade-Level Content Standards
 - Instruction in General Education Curriculum
 - IEP goals and objectives ***aligned*** with grade level curriculum where modification is necessary
 - IEP goals and objectives related to DLM essential elements



Step 2

- Learn About Accessibility Features and Accommodations - ***PARCC Accessibility Features and Accommodations Manual***
 - What ***accessibility features*** can all students select?
 - What ***accessibility features*** must be selected by educators and turned on prior to testing?
 - What ***accommodations*** can be selected by IEP/504 teams documented in IEPs/504 plans based on individual student need?



Step 3

- Select Accessibility Features and Accommodations for Individual Students
 - Identify the team to determine accessibility features
 - Identify what accommodations (IEP/504 team) and accessibility features might assist student during instruction
 - “Try out” accommodations or features during instruction – document effectiveness
 - Document accommodations in IEP or 504 plan



Step 3

– Considerations:

- **Factor 1:** Student characteristics and learning needs
 - What characteristics might interfere with performance on the PARCC?
- **Factor 2:** Individual test characteristics
 - What are the demands of PARCC tasks and what supports will THIS STUDENT need to perform them well?
 - What accommodations does the student use during instruction that will provide support during PARCC? Are those supports allowable for PARCC?



Step 4

- Administer Accommodations during Assessment
 - Coordinate logistics ahead of time
 - Make a list or spreadsheet listing each child and their accommodations/features
 - Train staff on requirements for providing accommodations
 - Plan time for students to practice accommodations
 - Complete Personal Needs Profile to ‘turn on’ some features and accommodations
 - Involve Students in Selection Process



Step 5

- Evaluate and Improve Accommodations Use
 - Observe students' use of accommodations
 - Conduct interviews with test administrators
 - Interview students about what worked and what didn't
 - Did logistics work? Does planning need to be done differently?



Questions?

- DOE PARCC Test Administration Contacts:
 - Elementary (grades 3–5): orlando.vadel@doe.state.nj.us
 - Middle (grades 6–8): timothy.steele-dadzie@doe.state.nj.us
 - High School: veronica.orsi@doe.state.nj.us
- For additional information about PARCC, please check out the website: www.parcconline.org.
- For Copy of Accessibility Manual and other Supporting documents: <http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>
- Want to be the first to know about PARCC releases? Sign up for our newsletter here: www.parcconline.org
- Media questions: Please contact Chad Colby (ccolby@achieve.org) with questions relating to communications and/or PARCC.