

PARCC ACCOMMODATIONS AND ACCESSIBILITY FEATURES

New Jersey Department of Education
Office of Assessment
Office of Special Education Programs
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Agenda

- Statewide Assessment Requirements
- Choosing the Appropriate Assessment
- PARCC Testing
- PARCC Accessibility System
- Accommodations
- Decision Making Process
- Student Registration/Personal Needs Profile
- Resources and Contacts
- Resource Links



STATEWIDE ASSESSMENT REQUIREMENTS

NCLB, IDEA 2004, N.J.A.C. 6A:14



Federal Requirements

- Both the *Every Student Succeeds Act (ESSA)* and the *Individuals with Disabilities Education Act 2004 (IDEA)* require that **ALL** students participate in statewide assessments.
- The purpose is to ensure that academic achievement of the New Jersey standards is measured for **ALL** students, including students with disabilities.
- New Jersey's general education assessments for English Language Arts (ELA) and math is PARCC.
- The Dynamic Learning Maps (DLM) is New Jersey's alternate assessment.



State Requirements

- N.J.A.C. 6A:14-3.7(e) With the exception of an IEP for a student classified as eligible for speech-language services, the IEP shall include, but not be limited to:
 7. A statement of any individual modifications in the administration of Statewide or district-wide assessments of student achievement needed for the student to participate in such assessment.
 - i. If the IEP team determines that the student shall not participate in a particular general Statewide or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the student according to N.J.A.C. 6A:14- 4.10 and a statement of how that student shall be assessed and which assessment methodology is appropriate for the student;



Choosing the Appropriate Assessment

- Most students with disabilities will be administered the PARCC assessment with appropriate accommodations.
- Students with the most significant intellectual disabilities, who meet the eligibility criteria, will be administered the DLM assessment.

Please visit this link for more information on the DLM eligibility criteria:

http://dynamiclearningmaps.org/sites/default/files/documents/dlm_participation_guidelines.pdf



PARCC TESTING

Universal Design for Learning





Universal Design

- Designed and developed to accommodate the widest range of students.
- Provides all students with equal opportunities to show what they have learned.
- Acknowledges differences among individuals and strives to develop a range of methods and materials needed to measure learning.



PARCC and UDL: Some Examples

Multiple Means of Presentation

- Text to speech for LAL and Math
- Enlarged text
- Change font and background colors
- Change Volume

Multiple Means of Action & Expression

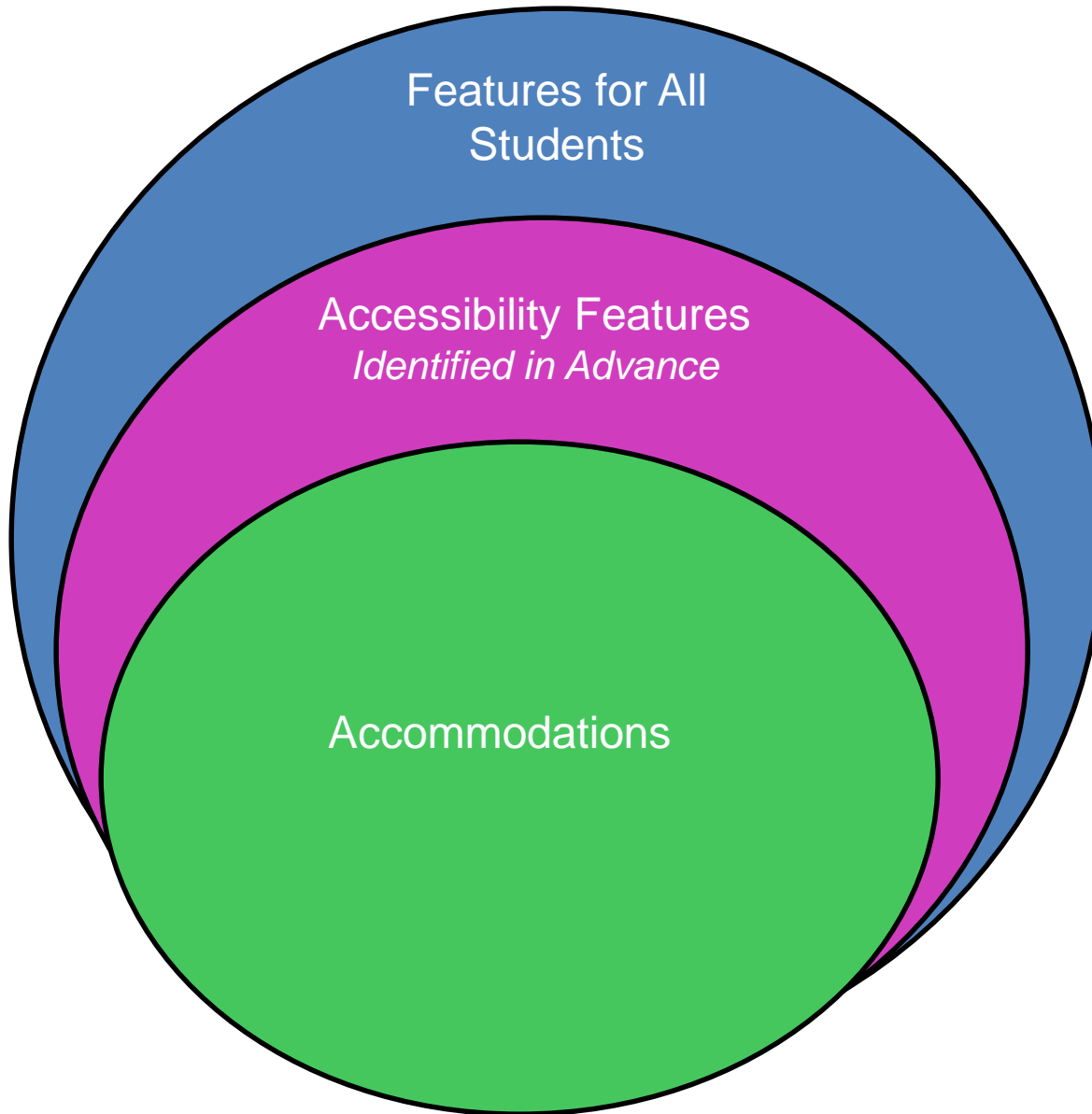
- Computer Based Assessment or Paper & Pencil
- Compatible with many AT devices
- Speech to Text Feature

Multiple Means of Engagement

- Test designed to eliminate bias and considers diversity of testing population
- Varied presentations (text, audio, video)



The PARCC Accessibility System





Accessibility Features for All Students

Answer Masking	Headphones or Noise Buffers
Audio Amplification	Line Reader Mask Tool
Bookmark	Magnification/Enlargement Device
Color Contrast (Background/Font Color)	Notepad
Blank Scratch Paper	Pop-up Glossary
Eliminate Answer Choices	Redirect Student to the Test
General Administration Directions Clarified	Spell check or External Spell Check Device
General Administration Directions Read Aloud and Repeated as Needed	Text-to-Speech for Mathematics Assessments
General Masking	Human Reader or Human Signer for Mathematics Assessments
Highlight Tool	Writing Tools





Accessibility Features Identified in Advance

Answer Masking

Color Contrast

Text-to-Speech for the Mathematics Assessments

Human Reader or Human Signer for the Mathematics Assessment





Administrative Considerations for All Students

- Small Group Testing
- Time of Day
- Separate or Alternate Location
- Specified area or seating
- Adaptive and specialized equipment or furniture
- Frequent breaks



Accommodations

- Testing accommodations must adhere to established principles, such as but not limited to:
 - Enable students to participate more fully in assessments
 - Based upon individual student needs
 - Based on documented need



Presentation Accommodations

Assistive Technology (Non-Screen Reader)	Large-Print Edition
Screen Reader Version	Paper-based Edition
Student Reads Assessment Aloud to Him- or Herself	Closed-Captioning of Multimedia on ELA/Literacy Assessments
Refreshable Braille Display with Screen Reader Version for ELA/Literacy	ELA/Literacy Assessments, including items, response options, and passages <ul style="list-style-type: none">• Text-to-Speech• ASL Video• Human Reader/Signer
Hard Copy Braille Edition	ASL Video for the Mathematics Assessments
Tactile Graphics	Human Signer for Test Directions



Response Accommodations

Assistive Technology (Non-Screen Reader)

Braille Note-Taker

Braille Writer

Calculation Device (on Calculator Sections of Math Assessments)

Calculation Device and Mathematics Tools (on Non-Calculator Section of Math Assessments)

ELA/Literacy Selected Response Options*
Mathematics Response Options*

ELA/Literacy Constructed Response Options*

Monitor Test Response

Word Prediction External Device

(*) please refer PARCC AFA Manual for description of accommodation and administration guidelines.





Timing & Scheduling Accommodation

Extended Time



Unique or Emergency Accommodations

- Unique Accommodations – Refer to Appendix F: Unique Accommodation Request Form in the PARCC AFA Manual
- Emergency Accommodations – Refer to Appendix G; Use of an emergency Accommodation on a PARCC Assessment



The Decision Making Process

- Federal law requires that students not be excluded from assessments with the intention of holding schools accountable for the academic performance of all students, with a narrow exception granted to English learners in their first year of enrollment in a U.S. school.
- The ESEA and IDEA require that all students with disabilities be administered state assessments; in the general state assessment, either with or without accommodations, or through an alternate assessment.





The Decision Making Process – Step 1

Expect All Students to Achieve Academic Grade-Level and Course Content Standards

Several laws require the participation of students with disabilities and English learners in standards-based instruction and assessments that are aligned with grade-level curricula.



The Decision Making Process – Step 2

Learn About Accessibility Features and Accommodations

- Accessibility Features
- Accessibility Features Identified in Advance
- Administrative Considerations for All Students
- Accommodations



The Decision Making Process – Step 3

Select Accessibility Features and Accommodations for Individual Students

- The team or group responsible for selecting accessibility features for all students, and accommodations for ELL and/or student with disabilities should:
 - Discuss which features and accommodations might assist a student during dally instruction
 - Determine which features and accommodations should be used for PARCC testing



Considerations

- Features and accommodations should be considered and discussed separately for each PARCC content-area assessment
- Students should receive the features and accommodations they need to participate in the assessment
- Features and accommodations are intended to increase a student's access to the assessment but will not compensate for a student's lack of academic/content knowledge



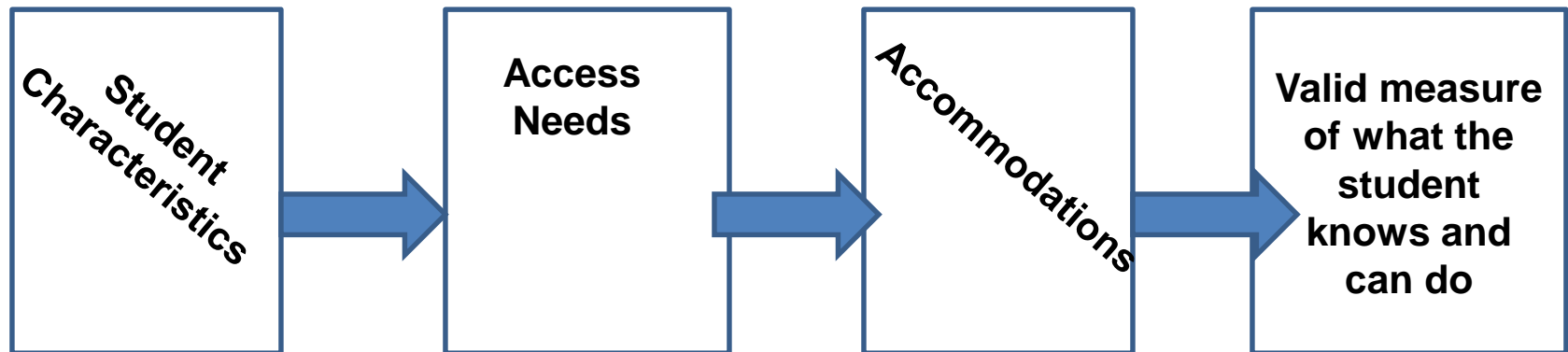
Considerations

- Students need opportunities beforehand to try out features and accommodations and learn which are most helpful
- The more input the student has in selecting features and accommodations, the more likely the features and/or accommodations will be used
- Accommodations that provide access to students on assessments should be based on their needs and the accommodations they use during instruction, and not their lack of content knowledge



The Decision-Making Process – Step 3

Factor #1 – Student Characteristics and Learning Needs





The Decision-Making Process – Step 3

Factor #2 – Individual Test Characteristics

- It is important to examine the tasks students are being asked to do on the PARCC assessments by asking the following:
 - What are the characteristics of the assessment and what will the tasks and items look like?
 - Are the assessment tasks similar to classroom assessment tasks?





The Decision-Making Process – Step 3

Factor #2 – Individual Test Characteristics

- Does the student use an accessibility features and/or accommodations for classroom tasks that is permissible for use on PARCC assessments?
- Do other barriers exist that could be removed by using an accessibility feature and/or accommodations that is not already offered or used by the student?



The Decision-Making Process – Step 3

Factor #3 – PARCC Accessibility Features and Accommodations Policies That Maintain the Validity of Assessment Results

- It will be important for educators, parents, and teams selecting accommodations for the PARCC assessment to review the test security, test administration, and test accommodation policies in order to determine whether the accommodation is allowed on the PARCC assessments, and if there will be any consequences for the school, district, or student if the accommodation is used.
- Any discrepancies between instructional and assessment accommodations should be communicated to the parent and educators working with the student.



Decision Making Process – Step 4

Administer Accessibility Features and Accommodations during Assessments

- Once decisions have been made about which features and accommodations will be provided, the logistics of providing the accessibility features and accommodations during PARCC assessments must be coordinated well ahead of test administration.
- An appropriate list must be developed with the names of students, the accommodations they require, test locations, and staff responsible for administering the test with the accommodations.



Decision Making Process – Step 5

Evaluate and Improve Accessibility Features and Accommodations Use

- It will be necessary to collect and analyze data on the use and effectiveness of accessibility features and accommodations to ensure that the participation of all students in assessments is meaningful, and to carefully document decisions and information on the selection, use, and evaluation of these supports.



Student Registration/Personal Needs Profile

- Externally-provided accessibility features identified in advance, and accommodations for students with disabilities and English learners
- Hard copy accommodated forms that require advance shipping (i.e., Braille edition, large print edition, paper-based edition, etc.)



Student Registration/Personal Needs Profile

- Embedded accessibility features in the online platform that need to be enabled for students during testing (i.e., color contrast, text-to-speech for mathematics, etc.)
- Embedded accommodations in the online platform that need to be enabled for students during testing (i.e., ASL, closed-captioning, text-to-speech for ELA/L, etc.)



Student Registration/Personal Needs Profile

How is the SR/PNP submission done?

- Districts are required to submit their SR/PNP file through NJSMART. NJSMART collected PARCC Registration information through the Official PARCC Registration Submission which began in January 2014. PARCC Registration Submission window opened 11/23/15 and closed 12/21/15.

Are all districts required to submit an SR/PNP file?

- Yes, districts are required to submit their file via NJSMART. The state will submit the file to Pearson.



Student Registration/Personal Needs Profile

Are approved private schools for the disabled required to submit a file?

- No, sending districts are required to include ALL their students in their SR/PNP file submission.

Will all testing sites have access to their SR/PNP file?

- Yes, all testing sites will have access to their SR/PNP file. Access to the file will be granted on or after February 15, 2016. At this time, testing sites may edit their file to reflect their current testing conditions.



Student Registration/Personal Needs Profile

- Responsible District uploads student data to NJSMART
- NJSMART exercises quality control measures and afterwards provides file to NJDOE
- NJDOE exercises additional quality control measures and afterwards provides file to PearsonAccess^{next}
- Once Pearson has received file from NJDOE, all testing sites, identified in the file will have access to the SR/PNP file for review and/or edit via PearsonAccess^{next}



Resource Links

Resource	Link
PARCC Website	http://parcc.pearson.com/
PARCC AFA Manual	http://parcc.pearson.com/manuals-training/
DLM Website	http://dynamiclearningmaps.org
NJDOE PARCC Resources	http://www.state.nj.us/education/assessment/
New Jersey Core Curriculum Content Standards	http://www.state.nj.us/education/cccs/
Practice Tests	http://parcc.pearson.com



Resources & Contacts

- PARCC Website: <http://parcc.pearson.com/>
- DLM Website: <http://dynamiclearningmaps.org/newjersey>
- Common Core:
 - NJDOE: <http://www.state.nj.us/education/sca/>
 - Common Core: <http://www.corestandards.org/>
- Model Curriculum & Scaffolds:
 - <http://www.state.nj.us/education/modelcurriculum/>
- Kim Murray, NJDOE
 - kimberly.murray@doe.state.nj.us
 - 609-292-7605
- Orlando Vadel, NJDOE
 - orlando.vadel@doe.state.nj.us
 - 609-341-3456

