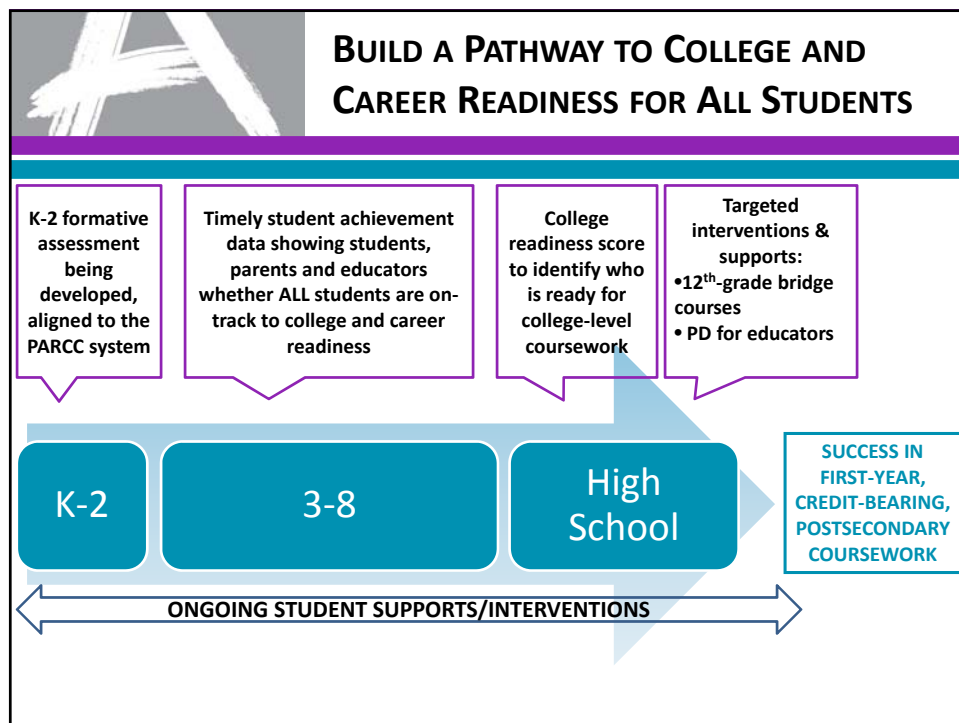
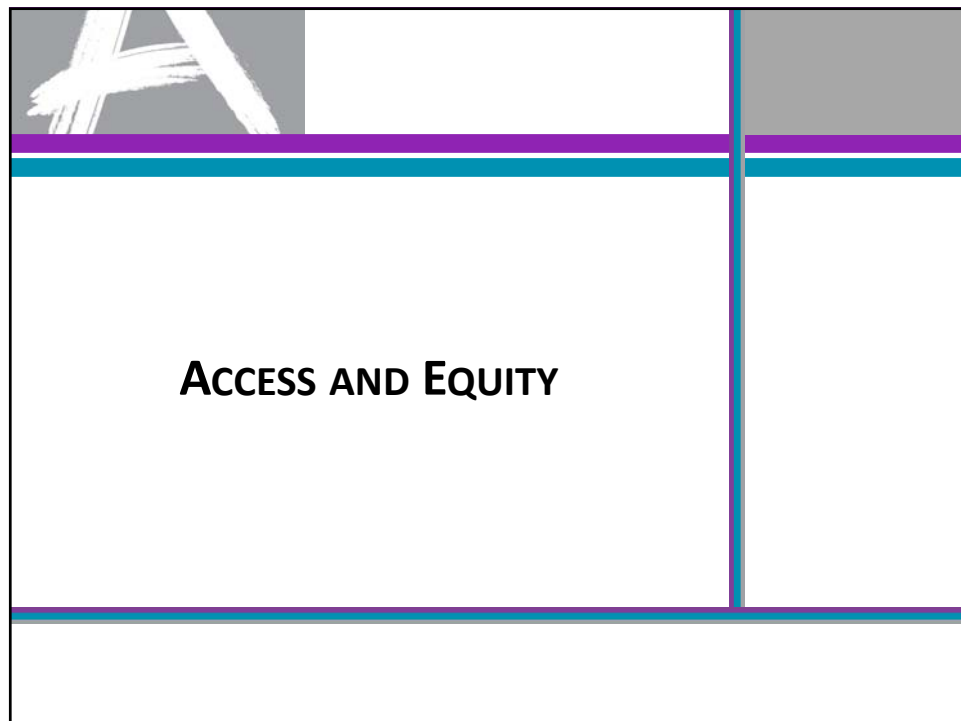
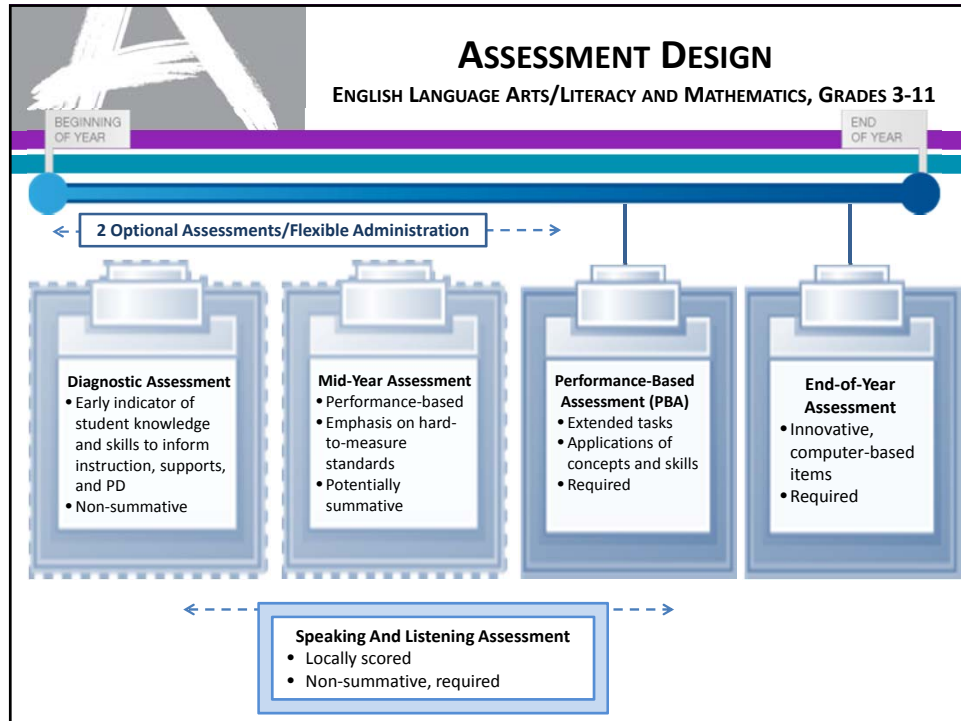



PARCC and Students with Disabilities

E2CCB RCC

March 2013









ACCESSIBILITY


All students will have equitable opportunities to access and respond to PARCC assessment items and tasks.

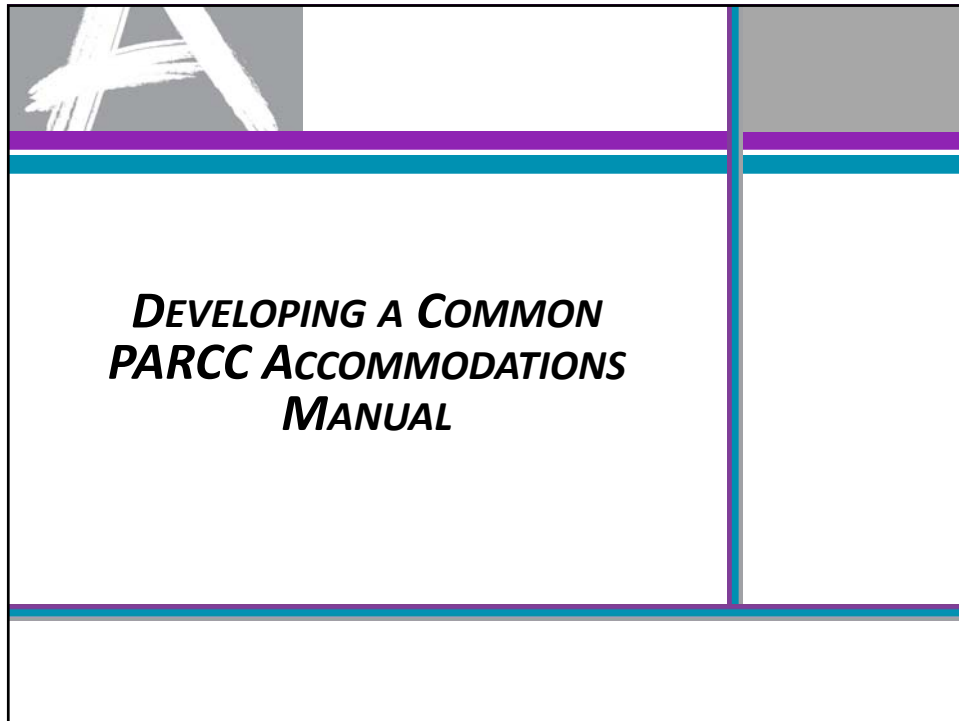



STRATEGIES FOR INCREASING STUDENT ACCESS

- Provide item developers with clear **guidelines** for writing items that are free of bias, are sensitive to diverse cultures, are stated clearly, and use consistent formats
- Require item developers to use **principles of Universal Design** to allow participation of the widest possible range of students, and increase the likelihood that test questions measure only what they are intended to measure
- Conduct bias and sensitivity **reviews and statistical procedures** that are designed to detect bias as part of the item development/field testing process
- Develop **common test accommodation and participation policies** for Students with Disabilities (SWD) and English Language Learners (ELL)
- Use **technology** to provide and increase access to testing accommodations
- Conduct **research** to determine factors that promote or hinder accessibility

 TIMELINE FOR IMPLEMENTING ACCESS STRATEGIES	
Summer 2012	Bias and Sensitivity Guidelines
Ongoing	Bias and Sensitivity Reviews
Summer 2012	Accessibility Guidelines
Winter 2013	Common Definition ELL
Spring 2013	Common Participation Policies (SWD/ELL)
Spring 2013	Common Accommodation Policies (SWD/ELL)
Summer 2014	Statistical Reviews
Spring 2013, 2014	Research


 EMBEDDED SUPPORTS BEING DISCUSSED	
<ul style="list-style-type: none"> • Screen readers/ text-to-speech/speech-to-text software • Highlighting • Enlargement of text/graphics • Customized colors • Graphic organizers or representations • Customized dictionary or other home language supports/tools • Embedded/pop-up glossary • Reducing visual distractions surrounding written text • Captions for audio • Descriptive audio for students with visual impairments • Option response: adapted keyboards, StickyKeys, MouseKeys, FilterKeys • Braille (tactile/refreshable) • Signing supports (ASL) • Assistive technology 	






WHAT IS AN ACCOMMODATION?

- A testing accommodation is a change in how a test is presented or how the test taker responds, which may include changes in the presentation format, response format, test setting, timing, or scheduling.
- This term generally refers to changes that **do not significantly alter what the test measures**.
- It results from a student need; it is not intended to give the student an unfair advantage.




WHY MUST PARCC HAVE COMMON ASSESSMENT ACCOMMODATION POLICIES?

- One of the primary objectives of PARCC is to report **comparable results** across all states in the Consortium
- In order to achieve comparability in results, students must have **comparable testing experiences**, therefore, accommodation policies for SWDs and ELLs, among other factors, must be commonly defined and implemented across PARCC states.



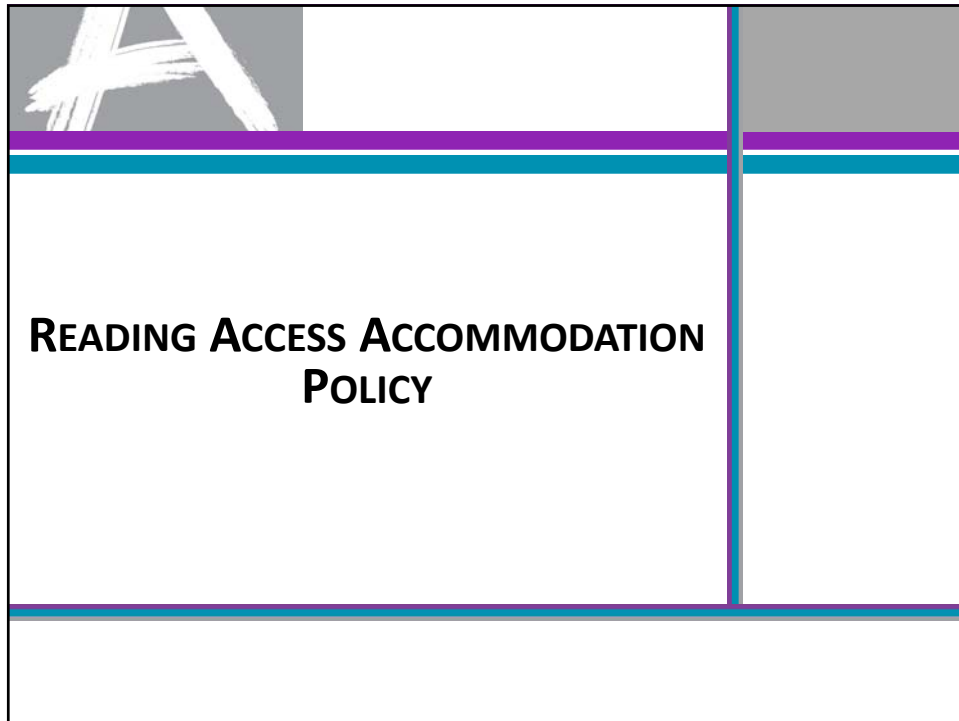
ACCOMMODATIONS COMPARABILITY ISSUE

- While PARCC states currently allow for the provision of a range of accommodations that are common among them, there are a few that are not commonly allowed
 - Reading access accommodations
 - Writing response accommodations
 - Braille and signing support accommodations
 - Calculator use accommodations
 - Translations



WHY RELEASE SELECT DRAFT POLICIES Now?


- Teachers need to know which accommodations will be offered
- Public feedback is essential to state-led policy development
- States need to know if PARCC accommodations policy decisions will impact current state statute / regulation / policy
- Accommodations information is necessary for field testing (& item tryouts)





A presentation slide with a white background and a black border. The title "READING ACCESS" is centered in bold black text. The slide is decorated with a purple horizontal bar at the top, a teal horizontal bar below it, and a teal vertical bar on the right side. In the top-left corner, there is a small graphic of a stylized letter 'A' made of white brushstrokes on a grey background.

READING ACCESS

- Providing reading access accommodations, specifically for reading aloud the passages, items, and response options on the ELA/literacy summative assessments for **SWD** who meet eligibility criteria
- The reading access accommodation may be delivered through human read-aloud, recorded voice presented via an audio file, and other text-to-speech technologies.


	<h2>READING ACCESS</h2>
<hr/>	
<p><u>Two populations:</u></p>	
<ul style="list-style-type: none"> • Student with a specific 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. The student must be a virtual non-reader; 	
<p style="text-align: center;">OR</p>	
<ul style="list-style-type: none"> • Student with visual impairments who has not yet learned braille; 	
<p><u>Student must also:</u></p>	
<ul style="list-style-type: none"> • Receive ongoing, research-based interventions to access printed text or learn braille, as deemed appropriate by the IEP team 	
<p style="text-align: center;">AND</p>	
<ul style="list-style-type: none"> • Has access to written text in instruction only through the use of reading access accommodations, outside time spent in direct reading or braille instruction 	
<p style="text-align: center;">AND</p>	
<ul style="list-style-type: none"> • The accommodation is listed in an approved IEP with the disability documented by objective, measurable data points and evaluation summaries from locally-administered, research-based diagnostic assessments 	

	
<hr/>	
<h2 style="text-align: center;">CALCULATOR ACCOMMODATION POLICY</h2>	
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CALCULATOR

- Provide calculator accommodations on the non-calculator test sessions of the mathematics summative assessments for **SWD** who meet the eligibility criteria



CALCULATOR

Population:

- Student has a specific disability that severely limits or prevents him/her from calculating, even after varied and repeated attempts to teach the student to do so. The student must be **unable to calculate single-digit numbers** (i.e., 0-9) without a calculation device, using the four basic operations of addition, subtraction, multiplication, and division;

Student must also:


- Receive ongoing, research-based intervention strategies in learning to calculate, as deemed appropriate by the IEP team

AND


- Has access to mathematical calculation in instruction only through the use of a calculation device, outside time spent in direct instruction on calculation

AND

- The accommodation is listed in an approved IEP with the disability documented by objective, measurable data points and evaluation summaries from locally-administered, research-based diagnostic assessments




WRITING ACCESS ACCOMMODATION POLICY



WRITING ACCESS POLICY

- Scribe
- Word prediction




SCRIBE

Definition

- **A scribe is a human or device that records verbatim what a student dictates**
 - Human scribe; recording device, augmentative communications device; speech to text software, communication interpretation/transliteration, or by gesturing pointing or eye-gazing

Who Requires the Accommodation?

- Student with a physical disability that impedes motor process for writing
- OR
- Student with a specific disability that significantly impacts the area of written expression




WORD PREDICTION

- Word prediction is recommended to be used as an **accommodation** for **eligible students**
- **Proposed Definition:** Word prediction software provides a student with a selection of word options based on spelling or frequent/recent use by the student, given partial input of words (i.e., letter characters)
- **Proposed Eligibility Criteria:** Students who have difficulty producing text due to the speed with which they are able to enter keystrokes

AND/OR

Students who have difficulty with language recall

 TIMELINE FOR ADOPTING COMMON ACCOMMODATIONS POLICIES	
Public Comment	Date
Reading access and calculator accommodation policy for students with disabilities	Jan.-Feb., 2013
Writing access accommodation policy for students with disabilities	Feb.-Mar., 2013
Draft <i>PARCC Accommodations Manual</i> , including accommodations for English learners and students with disabilities	Apr.-May, 2013
Governing Board vote on the approval of the <i>PARCC Accommodations Manual</i>	June 2013