



Special Education Directors' Winter Institute

Winter 2016

Agenda

Testing Best Practices
Universal Design for Learning
CBT/PBT
Accommodations Overview
Accessibility Features
Accommodations for SWD on all Assessments
Resources

Best Practices (“Administrative Considerations”) May Be Used On ALL Assessments

- All students may use Test Administration Best Practices if individually determined by the Student Assistance Team (SAT).
- May be added to SAT Plan during/after testing.
- Record in the Student’s file.



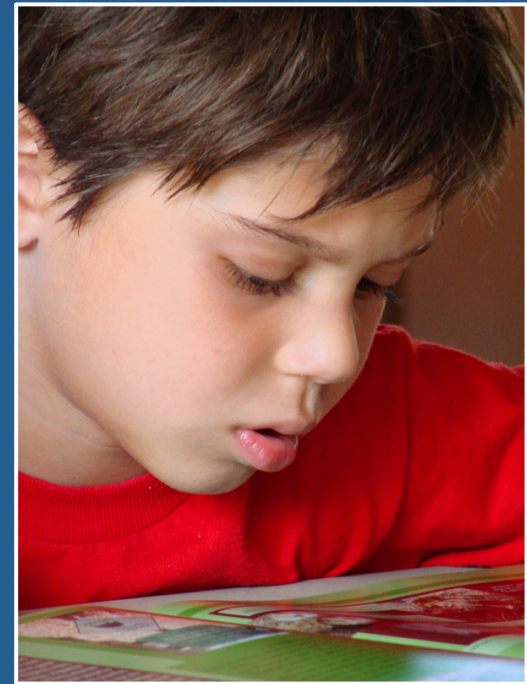
Testing Best Practices

- Additional time between sessions
- Face student during test administration
- Group students by testing accommodation
- Multiple and frequent breaks
- Extended administration time
- Test during certain time of day



Testing Best Practice

- Preferential seating
- Schedule additional time between sessions
- Test individually
- Test in location with minimal distraction
- Test in small group (fewer than 10)
- Visual, verbal, or tactile reminders to stay on task
- Specialized Equipment or Furniture



For All Best Practices, Accommodations, and Accessibility Features:

- Students must have used accommodations in daily instruction prior to use on standardized assessments.
- Train TAs and Proctors on administration of accommodations.
- Maintain records of testing for all best practices, accommodations and accessibility features administered.

Universal Design for Learning

What is Universal Design as Applied to Assessment?

- Concept or philosophy
 - provides all students with equal opportunities to demonstrate what they have learned.
- Acknowledges differences
 - Not one-size fits all.
- Purpose
 - Minimize the need for individualized design or accommodations.

Who is Intended to Benefit from Universally Designed Assessments?

- ALL students benefit from assessments that are universally designed, including, but not limited to:
 - Students who are gifted and talented
 - English learners
 - Students with physical, cognitive, or sensory disabilities
 - Students with emotional or language/learning disabilities
 - Students with more than one of these characteristics
 - Students with unique linguistic needs
 - Underperforming students
 - Students without disabilities

Test Item Must be Presented in Different Formats

Magnification or Large Print

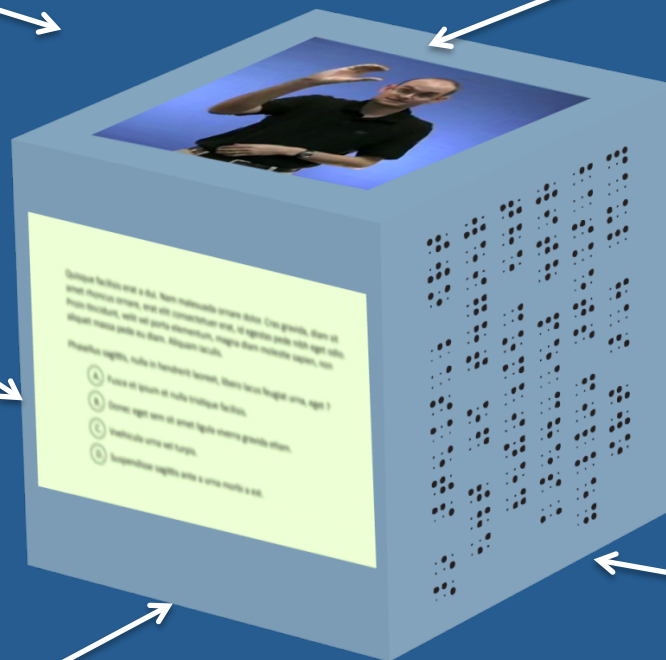
American Sign Language (ASL)

Paper
Test Item

Spanish
Translation

Braille

Text-to-Speech



Universal Design Item Review

- PED actively participates in PARCC reviews for components that make up universally designed assessments.
 - Bias & Sensitivity Review Committees
 - Accessibility Reviews
 - ELA and Math Reviews
 - State Lead Meetings for consortium-developed assessments

Item Review Committee Universal Design Review

1. Does the item take into consideration the diversity of the assessment population?
2. Has the construct been precisely defined and the item/task measures what is intended?
3. Is the item/task amenable to accommodations?
4. Are instructions and procedures simple, clear, and intuitive?
5. Is the item/tasks designed for maximum readability, comprehensibility, and legibility?

Item Review Committee Universal Design Review

6. When appropriate, does the item/task material use clear and accessible visual elements?
7. Does the item or task material use text appropriate for the intended grade level?
8. Does the item/task measure what it is intended to measure for English learners with different levels of English proficiency and/or first language proficiency? (*appropriate linguistic complexity*)

Accessibility Universal Design Review

1. Are the items and tasks amenable to accommodations?
2. Are the items and tasks designed for maximum readability, comprehensibility, and legibility?
3. Does the item or task material use a clear and accessible text format?
4. When appropriate, does the item/task material use clear and accessible visual elements?

Accessibility Universal Design Review

5. Have all accessibility features been considered that may increase access while preserving the targeted construct?
6. Have multiple means of presentation, expression, and engagement been considered with regard to the item/task?
7. Have changes to the format been considered that do not alter the item/task meaning or difficulty?

Computer Based Testing (CBT) And Paper Based Testing (PBT)



- In 2016, all assessments except NMAPA are online.
- All assessments will have a paper option available.

PBT Accommodations

- A student in a grade taking the CBT may take PBT if s/he
 - has a disorder that prohibits effective computer use
 - recently entered the school and lacks computer experience/familiarity
 - requires assistive technology that is not compatible with the testing platform
 - receives the Read Aloud accommodation and the student prefers not to use text-to-speech.
 - is testing off campus.

CBT Accommodations

Most Accommodations are compatible with CBT administration.



Accommodation Overview

Accommodations

Coded accommodations are allowed for students with IEPs, 504 Plans, or current ELL status.



- Accommodations are intended to remove a barrier so students have equal access to the test.
- Accommodations do NOT change the constructs being assessed.

Accommodations

- TAs must administer accommodations to **small groups**.
- EAs and IAs may administer accommodations **one on one**, except scribing (must be done by TA).



Accommodations Manuals

1. PARCC Accommodations and Accessibility Features Manual
2. PED Accommodations Manual
 - SBA
 - EoCs
3. ACCESS for ELLs Accommodations (on website)
4. NMAPA (in TAMs)

PARCC



PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

The PARCC Accessibility Features and Accommodations Manual can be found at:

- <http://avocet.pearson.com/PARCC/Home#alpha-A>
- <http://ped.state.nm.us/ped/NMPARCCDocs/PARCC%20Updated%20Accessibility%20Features%20%20Accom%20Manual%2009-28-15%20-%20highlighted.pdf>

Accessibility Features for All Students

Accessibility Features for All Students

Audio Amplification

Blank Paper *(provided by test administrator)*

Eliminate Answer Choices

Bookmark Items for Review

General Administration Directions Clarified *(by test administrator)*

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

Highlight Tool

Headphones

General Masking

Line Reader Tool

Magnification/Enlargement Device

NotePad

Pop-Up Glossary

Redirect Student to Test *(by test administrator)*

Spell Checker

Writing Tools

Accessibility Features Identified in Advance

Accessibility Features Identified in Advance

Answer Masking

Background/Font Color (Color Contrast)

Text-to-Speech for the Math Assessments

Human Reader or Signer for Math Assessments

A Note About Text-to-Speech for Mathematics Assessments Accessibility Feature

- Available to ALL students
- Should be a small percentage of students
- Should be part of daily instruction, not done for the first time during testing.
- Text-to-speech on the computer based platform with the use of headphones is the best option.
- PARCC provides *Appendix J: Mathematics Audio Guidelines*.
- A max. of approximately 5% of students should have this accessibility feature. Some districts may have slightly higher counts.

Accommodations for Students with Disabilities

Accommodations for SWD

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
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing
	Paper-and-Pencil Edition

Presentation Accommodations Guidance

Text to Speech for ELA items:

- ELA items cannot be separated into reading versus language, the accommodation impacts the entire ELA section.
- **PARCC indicates this should be available to only 1-1.5% of students and this accommodation will be reported and monitored.**
- This accommodation should be implemented throughout the school year, not just on the assessment.
- PARCC provides two documents for the human reader option for this accommodation: an extensive manual Appendix I: ELA Audio Guidelines, and an administration protocol in Appendix B.

Response Accommodations

Content Area	Response Accommodations
ELA/Literacy	Scribing or Speech-to-Text (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

Response Accommodations Guidance

- Speech to text or scribing guidelines and protocol in Appendix C: Protocol for the Use of the Scribe
- May not be needed as much if technology is used in the classroom.
- The use of an outside assistive technology device is also addressed in Appendix C

Response Accommodations Guidance



PARCC Calculator Policy for Calculator Sections of the Mathematics Assessments

Originally Released July 2012, Updated December 2015¹

Allowable Calculators

- Grades 3-5: No calculators allowed, except for students with an approved calculator accommodation (see below)
- Grades 6-7: Four-function with square root and percentage functions
- Grade 8: Scientific calculators
- High school: Graphing calculators (with functionalities consistent with TI -84 or similar models)

[http://avocet.pearson.com/PARCC/
Home#srDoc=5188&srPage=1](http://avocet.pearson.com/PARCC/Home#srDoc=5188&srPage=1)

Response Accommodations Guidance

- Calculator Accommodations for students who meet the guidelines:

Calculator Accommodations:

For students who meet the guidelines in the *PARCC Accessibility Features and Accommodations Manual* for a calculation device, this accommodation allows a calculator be used on non-calculator sections of any PARCC mathematics assessment. The following are allowable calculators for the accommodation on non-calculator sections:

- Grades 3-5: Four-function with square root and percentage functions
- Grades 6-7: Four-function with square root and percentage functions
- Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator.)
- High School: Graphing calculators with functionalities consistent with TI-84 or similar models. (Student may also bring a scientific calculator or a four-function with square root and percentage functions.)

Other Proposed Accommodations for Students with Disabilities

Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now consider 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.

Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.

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.
- Allowed if permitted by PED.

Accommodations for English Learners

Word to Word Dictionary

Speech-to-Text

Human Scribe

Directions Read Aloud in Native Language

Directions Clarified in Native Language

Spanish Translation of Math

Text-to-Speech in Spanish

Human Reader or Signer in Spanish

**NOTE: THE SPANISH LANGUAGE ARTS ASSESSMENT FOR ENGLISH LEARNERS
REMAINS THE SBA FROM MEASURED PROGRESS (GRADES 3-8, 10, 11)**

PED will Monitor:

- ELA text to speech
- Use of calculator on non-calculator sections
- If above 1%, may initiate an audit

SBA Science and EOC

PED Accommodations Manual

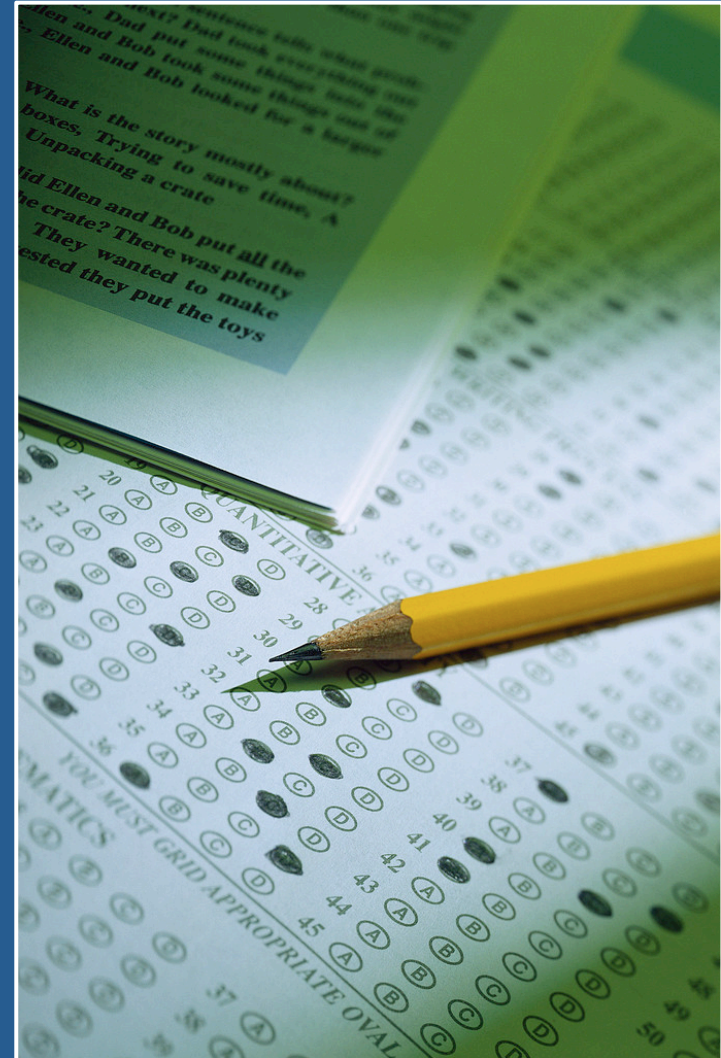
<http://www.ped.state.nm.us/assessmentaccountability/assessmentevaluation/2014/Accom%20Manual%20Spring%202014%20Final%2001172014.pdf>

SBA (coded)
EoCs (in student file)

Biogrid Codes

- Biogrid codes for all accommodations
- For computer based SBA test enter the codes in iServices

(See Accommodations Manual)



PBT Accommodations for SWD (SBA Science and EoC)

1. Braille Version
2. Large Print
3. Signing of Test
4. Read Aloud Test Items
5. Read Aloud to Self
6. Assist Tech-Presentation
7. Color Overlays
8. Math Manipulative
9. Manipulative Materials
10. Blank Graphic Organizer
11. Scribe-Selected Response
12. Scribe-Constructed Response
13. Assist Tech-Response
14. Audio record Response
15. PED- Approved Accommodations

PBT Accommodations for ELLs (SBA Science and EoC)

- Read Aloud in English
- Picture Dictionary
- Spanish Language Version
- Customized Dual Language Glossary
- Commercial Word-To-Word Dictionary
- Pocket Word-To-Word Translator
- Read-Aloud Test Directions in Spanish
- Read-Aloud Test Items in Spanish
- PED-Approved Accommodation

CBT SWD Accommodations (SBA Science)

- Signing of Test
- Text-To-Speech
- Read Aloud to Self (requires individual setting)
- Assist-Tech
- Math Manipulatives
- Manipulating Test Materials
- Blank Graphic Organizer
- Scribe
- Audio Recording Responses (requires indiv. setting)

CBT ELL Accommodations (SBA Science)

- Text-To-Speech
- Picture Dictionary
- Spanish Test Version
- Dual Language Glossary
- Pocket-to-Word
Translator
- Read-Aloud in Spanish

SBA Science

CBT Text-To-Speech

iTester has a text-to-speech function

1. Assign the Read-Aloud accommodation to student in the DAS.
 2. Give student headphones.
 3. Alter volume setting on computer to appropriate level.
 4. Student may test in the traditional classroom.
- **BE SURE THAT STUDENTS PRACTICE THE TEXT-TO-SPEECH FEATURE IN ITEST (WITH HEADPHONES) PRIOR TO TESTING.**

iTester Features

Available to all students

1. “Text Appearance” tools to change color schemes
2. Enlarge font (to 22 point)



EoC Additional Information

Accommodations on EoCs

EoCs are divided into two groups:

1. EoCs used as ADCs (for HS graduation)
2. Other EoCs (generally used for EES)



Accommodations on EoCs

1. EoCs used as ADCs: Students may only use the coded accommodations permissible for SBA Science testing.
2. Other EoCs: Students may use instructional accommodations.
3. ALL accommodations must be documented in a student's IEP, 504 Plan, or SAT Plan.

ACCESS for ELLs

ACCESS Accommodations

- Test Directions
 - Translation – Signing - Repeating
- Presentation Format
 - Highlighters - low vision – amplification – oral reading
- Setting
 - Non-school setting- preferential seating - technology
- Response
 - Computer –Scribes – Native Language
- **The above is a sampling.** More Information can be found at:
- <http://www.wida.us/assessment/ACCESS/accommodations.aspx>

NMAPA

Alternative Assessment

- **Task Delivery Modes**

- The standard script may be presented to students in the modality that students receive instruction.

- **Response Modes**

- For every task, response options will be provided. These options may include concrete objects, photographs, line drawings, picture symbols, or letters or words.

Resources

Resources

Website	Content	Audience
http://parcconline.org/	Assessment, Resources, Instructional Tools, Videos and News	Teachers – Students-Parents
http://parcc.pearson.com/	Tutorials, manuals and training, test support, bulletins, technology setup	Teachers – Students-Parents
http://avocet.pearson.com/PARCC/Home	Test Administration Information, Test Manuals, Technology Information, Accessibility Features and Accommodations	Teachers – Students-Parents – IT department

Resources

Website	Content	Audience
http://understandthescore.org/	Score report guide, Understanding the test , parent resources and information about the PARCC test.	Teachers – Students- Parents – Community Members
http://www.nmparcc.com/	How parents and educators can help students. FAQ and DATA	Teachers – Students- Parents – Community Members
https://public.tableau.com/views/NewMexicoPARCCResultsDashboard1?embed=y&display_count=yes&showTabs=y&toolbar=no&showVizHome=no#3	PARCC results – statewide	Teachers – Students- Parents – Community Members

Resources

Website	Content	Audience
http://www.ped.state.nm.us/ped/Assessment_index.html	New Mexico Public Education Department Assessment, Accountability and Evaluation website	Teachers – Students- Parents – Community Members
http://www.greatschools.org/gk/common-core-test-guide/?state=new-mexico	Worksheets, Videos, Parent suggestions for working with their child, Gives strategies, Discusses disabilities, etc	Teachers –Parents – Community Members
http://newmexicocommoncore.org/	Information on the Common Core	Teachers – Students- Parents – Community Members

Resources

AF&A Manual	http://www.parcconline.org/assessments/accessibility/manual
PARCC LOCAL EDUCATOR PLANNING TOOL FOR ACCOMMODATIONS AND ACCESSIBILITY FEATURES	http://ped.state.nm.us/ped/NMPARCCindex.html
SBA Science	http://ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html
EOC	http://ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/EOC/index.html
ACCESS	http://ped.state.nm.us/BilingualMulticultural/ACCESS-ELL/index.html

Assessment Questions?

Assessment Procedures	Joslyn.Overby@state.nm.us
All Assessment Accommodations	Dottie.Arnao@state.nm.us
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