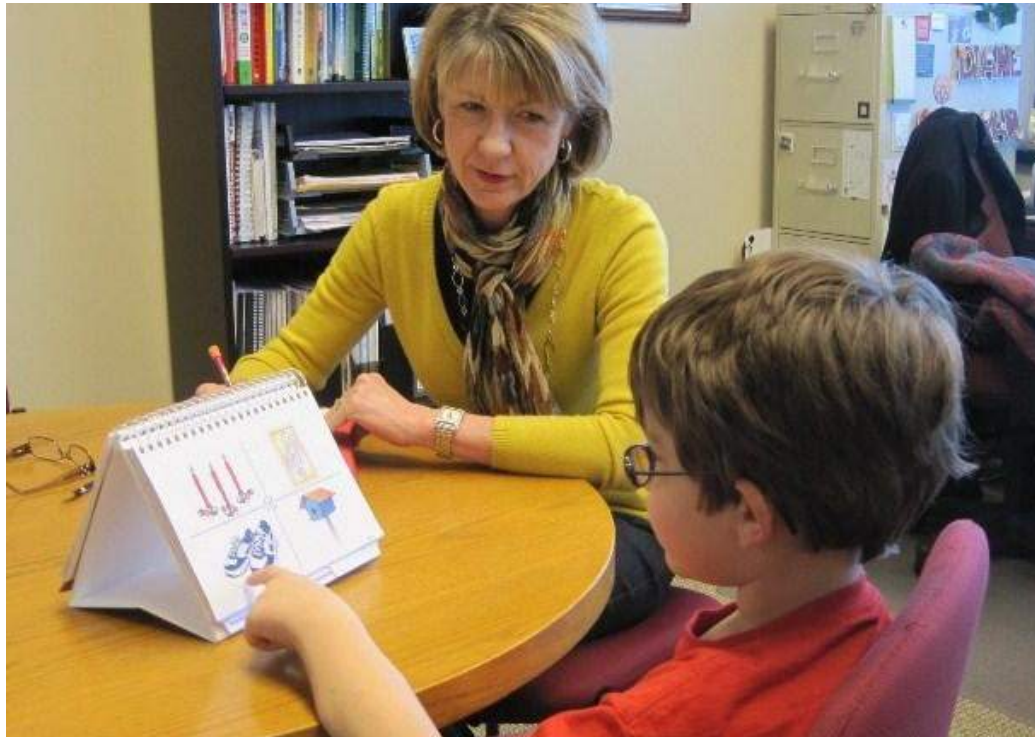




**Assessment Requirements for  
Students with Disabilities  
January 14, 2015**

## Assessments Depend on Severity of Disability



# Assessments Depend on Severity of Disability

General Assessments (with Testing Accommodations)	Alternate Assessments
<ul style="list-style-type: none"><li>€ PARCC (ELA and math: 3-11)</li><li>€ SBA (science: 4, 7, 11)</li><li>€ ACCESS (English proficiency: all grades)</li><li>€ EoCs (for graduation and optional for EES)</li></ul>	<ul style="list-style-type: none"><li>€ NCSC (ELA and math: 3-11)</li><li>€ NMAPA (science: 4, 7, 11; social studies 11)</li><li>€ Alt-ACCESS (English proficiency: all grades)</li></ul>

# Fall 2014 SPED Director's Meeting presentation: General Assessment Testing Accommodations

€ Archived webinar available online

(<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2014/>)

€ Manuals:

€ PARCC – PARCC Accommodations and Accessibility Features Manual  
([www.parcconline.org](http://www.parcconline.org))

€ SBA, EoCs – NMPED Accommodations Manual  
([www.ped.state.nm.us](http://www.ped.state.nm.us))

€ ACCESS – WIDA website lists allowable accommodations



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# Today's presentation:

## Alternate Assessments

- € National Center and State Collaborative (NCSC)

- € Grades 3-8, 11

- € ELA and math

- € Common Core aligned

- € 11<sup>th</sup> grade test is graduation assessment

- € 12<sup>th</sup> and 12+ grades have fall retest

- € Manual for NCSC

- (<http://www.ncscpartners.org/Media/Default/PDFs/NCSC-FINAL-TAM-Pilot-2.pdf>)



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# Alternate Assessments

## € New Mexico Alternate Performance Assessment (NMAPA)

- € Science grades 4, 7, 11
- € Social studies grade 11
- € Aligned to NM Extended Grade Band Expectations (EGBEs, on PED website)
- € 11<sup>th</sup> grade test is graduation assessment in science and social studies
- € 12<sup>th</sup> and 12+ grades have fall retest

## Questions about Alternate Assessments or Accommodations?

<b>NCSC, NMAPA (operational), PARCC Accommodations</b>	<b>Dottie.Arnao@state.nm.us</b>
<b>NCSC (field test), EoCs</b>	<b>Severo.Martinez@state.nm.us</b>
<b>PARCC Procedures and Accommodations, General Assessment Accommodations</b>	<b>Joslyn.Overby@state.nm.us</b>
<b>Personal Needs Profile (assigning PARCC accommodations in PearsonAccess Next)</b>	<b>Gabriel.Martinez3@state.nm.us</b>



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# Session Overview

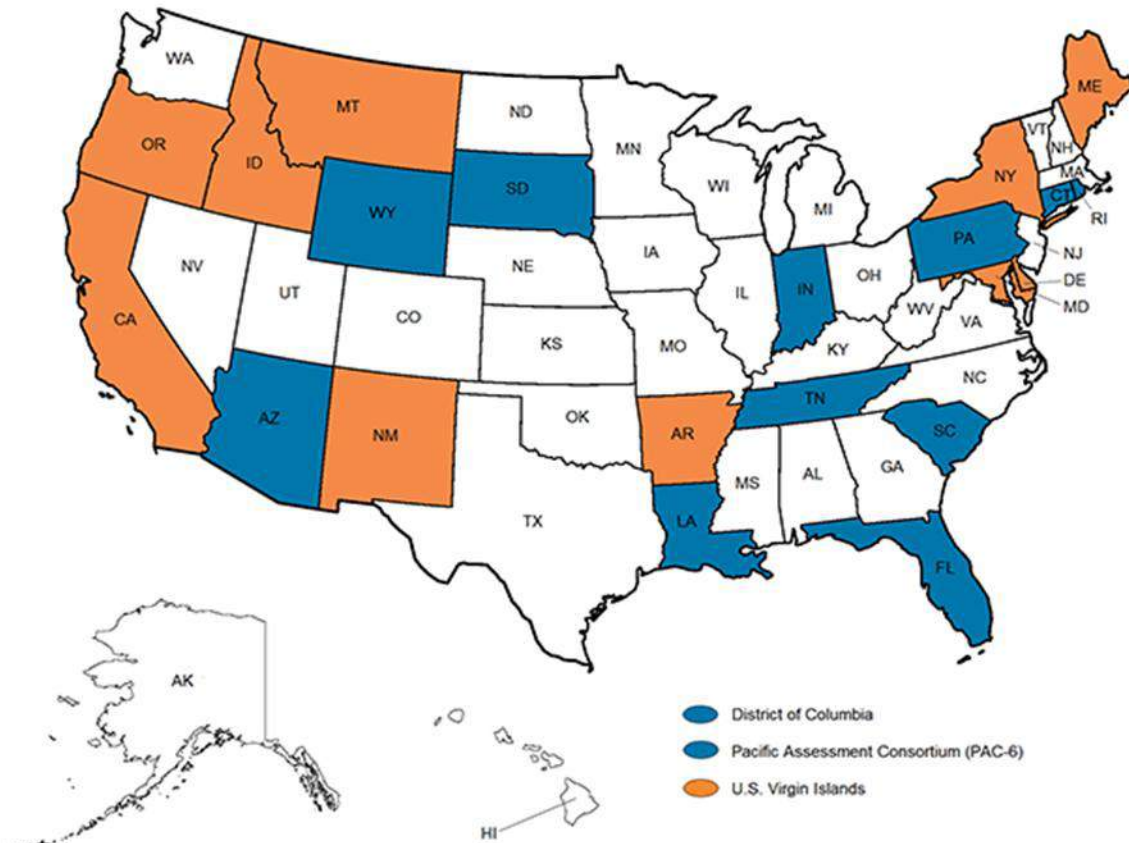
- € Introductions (Name, District/ Charter School/ experience with NCSC)
- € Overview of State Wide Assessments
- € Criteria for taking NCSC-AA-AAS
- € Overview of New Alternate Assessment Platform (ELA and Mathematics only)
- € Overview of NCSC Accommodations
- € Opportunity to participate in COP and Resources

# Background

## National Center and State Collaborative

- € In 2010, the U.S. Department of Education awarded the National Center and State Collaborative (NCSC) a grant to develop a new AA-AAS in Math and English Language Arts
- € 24 states and five national organizations are working together in NCSC <http://www.ncscpartners.org>
- € NCSC continues to develop curriculum/instructional resources based on Common Core State Standards (CCSS) that can be used in any state  
<https://wiki.ncscpartners.org>

# National Center and State Collaborative (NCSC)



\*Core partner states are blue in color and Tier II states are orange in color.

# National Center and State Collaborative (NCSC) Alternate Assessment Consortia

€ To develop a system of assessments supported by curriculum, instruction, and professional development to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.



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# Criteria for taking the NCSC-AA-AAS



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# Criteria for taking the NCSC-AA-AAS

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	Yes / No
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

## **The IEP is to consider the following information to determine whether the [NCSC-AA-AAS] is appropriate for an individual student:**

- € **Description of the student's curriculum and instruction, including data on progress**
- € **Classroom work samples and data**
- € **Examples of performance on assessment tasks to compare with classroom work**
- € **Results of district-wide alternate assessments**
  
- € **Results of individualized reading assessments**
  
- € **IEP information including:**
  - **Present levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.**
  - **Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)**
  - **Considerations for students who may be learning English as a second or other language (i.e., English language learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.**

# Assessment Design

€ Summative Assessment ( March 30<sup>th</sup>- May 15<sup>th</sup>)

€ Math and ELA including **Writing**

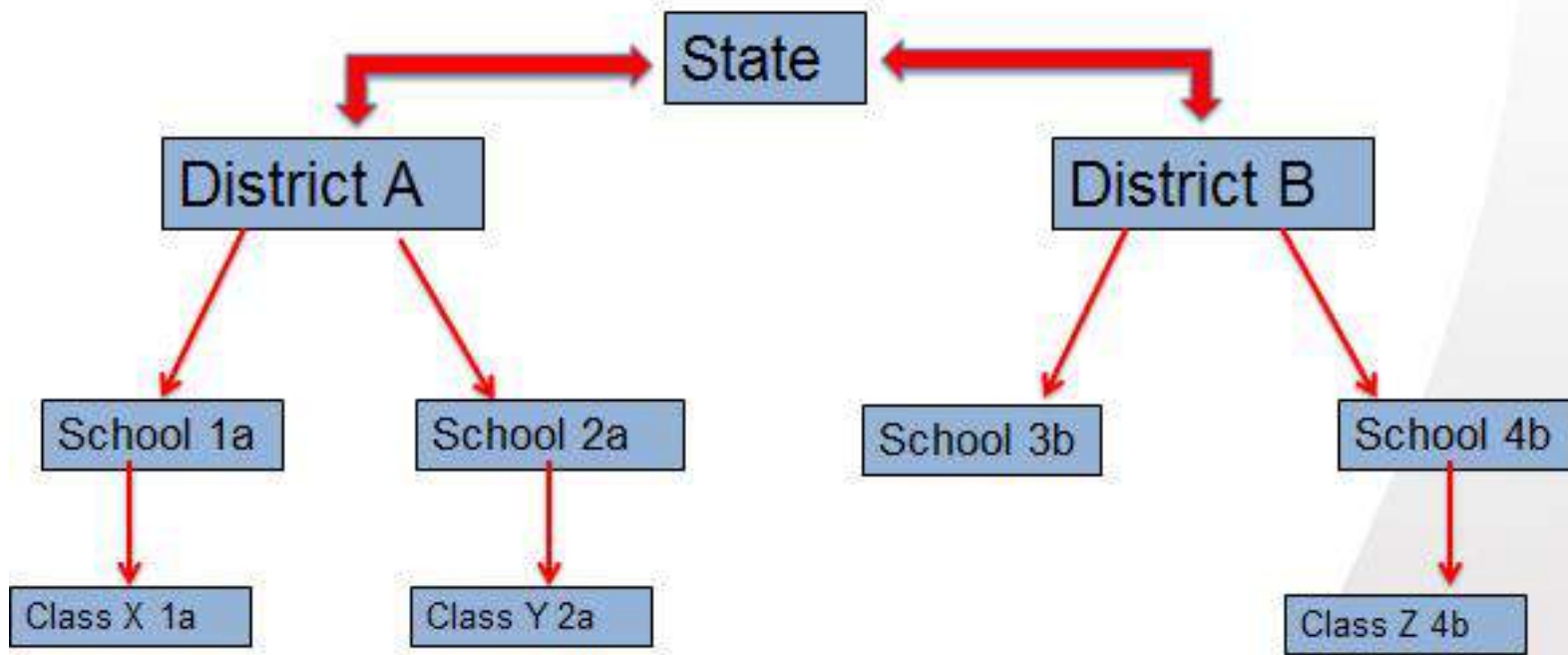
- Grades 3-8 and Grade 11

€ Computer Based (Online)

- selected response
- some constructed response

Scripted Directions for Test Administrators

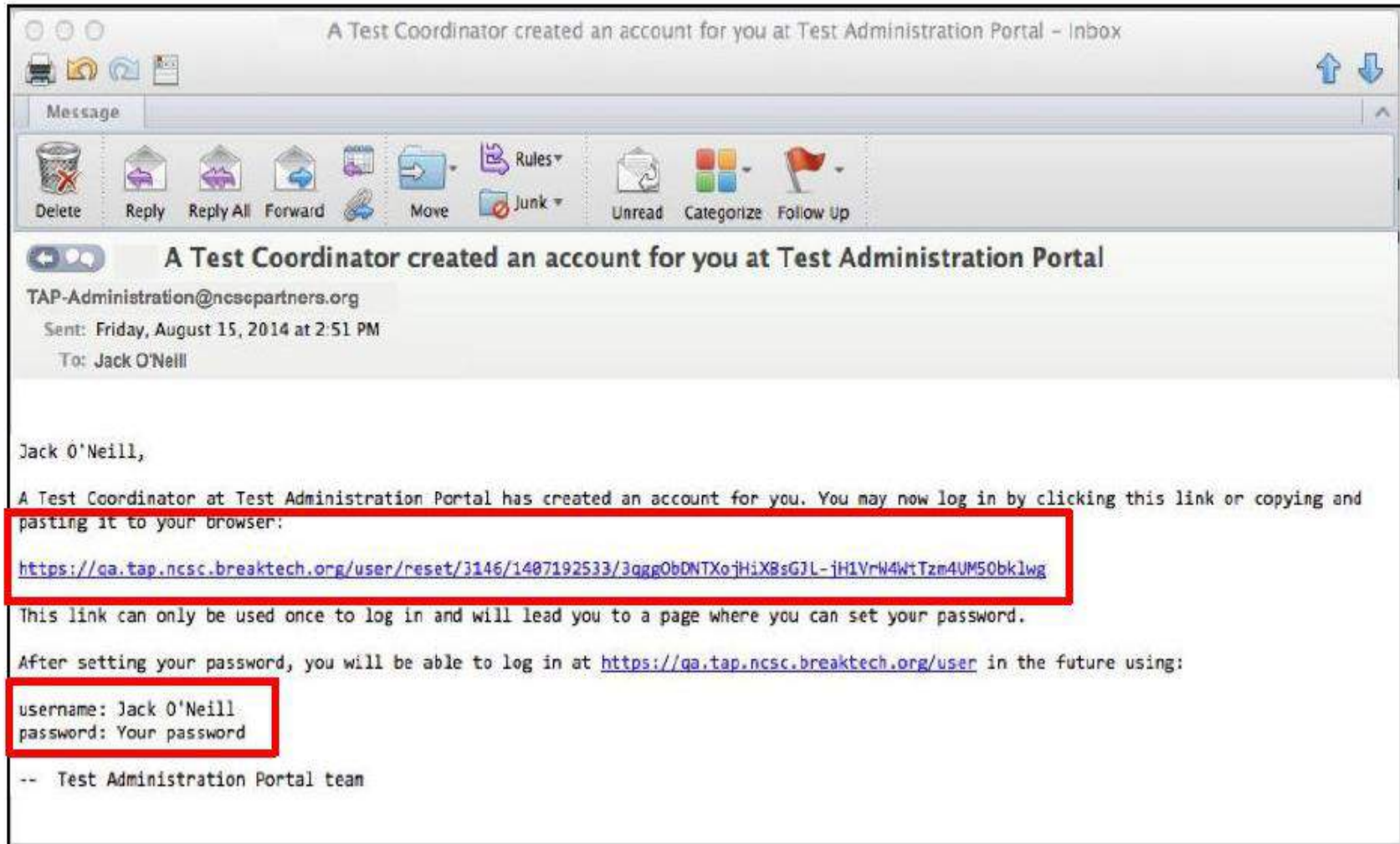
# Roles in NCSC




# NCSC Assessment System

- € State Hierarchy File Uploaded with student information
- € TC will verify student information, upload user and create classrooms.
- € TC and TA will receive an automated email to NCSC Assessment System site with login information
- € Entering student information, Accommodations-before and after assessment
- € Student Response Check

# Sample of Email



# NCSC Platform



National Center and State Collaborative

Test Administration Portal

Log in

Request new password

## Welcome, NCSC Visitor

**E-mail \***

*Enter your e-mail address.*

**Password \***

*Enter the password that accompanies your e-mail.*

Log in

# NCSC Platform



National Center and State Collaborative

Test Administration Portal

Welcome, Helena Wells [Log out](#)

[Dashboard](#) [My Organizations](#) [Test Status Summary](#) [My Students](#) [Test Administration Training](#) [Sample Items](#)



**National Center and State Collaborative (NCSC) Assessment System**

- Access Assessment Training Resources
- Set-up and Edit Student Information
- Start and Manage Tests

Your first step is...

## Training

**Complete the NCSC Online Test Administration Training**

You will need to complete training before you can access test materials.

[Go to the LMS →](#)

Test Administration Portal Links:

**My Students**  
Edit Info & Take Tests →

**My Tests**  
View Test Status →

**Sample Items**  
Take Practice Tests →

**Test Survey**  
Provide Your Feedback →

# NCSC Platform



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# Test Administration Manual



**National Center and State  
Collaborative  
Alternate Assessment Based on  
Alternate Achievement Standards  
(NCSC AA-AAS)**

**Pilot 2 Test  
Test Administration Manual**

**October 20 – November 14, 2014**

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National Center and State Collaborative. (2014). *National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS) Pilot 2 Test Administration Manual*. Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

1

The TAM is **divided into several parts:**

Part 1: Overview

Part 2: Responsibilities of Test

**Coordinators** and Test Administrators

Part 3: Administration of the  
Pilot 2 Test

Appendices

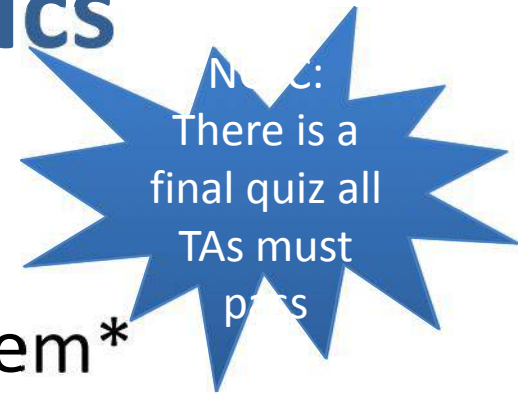
Note: <http://www.ncscpartners.org/Media/Default/PDFs/NCSC-FINAL-TAM-Pilot-2.pdf>



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# Training Module Topics

- € Overview (no quiz)
- € Navigating the NCSC Assessment System\*
- € Optimal Testing Conditions, Assessment Features and Accommodations\*
- € Responsibilities in the NCSC Assessment System\*
- € Student Experience\*
- € Accessing and Using the Directions for the Test Administration\*



# Accommodations



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# Accommodations

Accommodations	How to Access
<p><b>Assistive Technology (AT)</b> Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the NCSC Assessment System. The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.</p>	<p>Refer to NCSC Assessment System User Guide for Test Administrators for information about:</p> <ul style="list-style-type: none"><li>€ Compatibility of NCSC Assessment System with Assessment Features</li></ul> <p>and</p> <ul style="list-style-type: none"><li>€ Compatibility of NCSC Assessment System with Assistive Technology Devices.</li></ul>

# Accommodations

Accommodations	How to Access
<p><b>Paper Version of Item/s*</b></p> <p><b>*For the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP.</b></p>	<p><b>TA may print a copy of an item or items. This copy must be given to the TC, as specified by the state, for secure shredding upon completion of the test. Large print forms are not available. Please refer to the NCSC Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.</b></p>

# Accommodations

Accommodations	How to Access
<b>Scribe/Transcription*</b> <b>Selected-Response Items</b> <b>Writing Test Constructed-Response Items</b>  <b>*For the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP.</b>	<b>Refer to:</b> € <b>Appendix B. Protocol for Administration of Writing Constructed-Response Items</b> € <b>Appendix C. National Center and State Collaborative Scribe Protocol for ELA, Mathematics, and Writing</b> € <b>Appendix D. National Center and State Collaborative Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses</b>



- € Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured.
- € If a student does not use assistive technology (AT), the TA will not ask the student to use AT devices to demonstrate responses.
- € Physical Prompting
  - Not permitted
  - Invalidates the results of the test for the student
  - Is considered a modification and not an accommodations therefore changes the Directions for Test Administration
  - Inappropriate test practice and a test irregularity

# Assessment Features And Procedures



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# NCSC- AA – AAS - Assessment Features

€ Consist of:

- Answer Masking ( available in the system)
- Audio Player ( available in the system)
- Alternate Color Themes ( available in the system)
- Increase Size of Text and Graphics ( available in the system)
- Increase Volume
- Line Reader Tool ( available in the system)
- Read Aloud and Reread Item Directions, Response Options, Passage

**NOTE:** For the operational test in spring 2015, for a student to receive these accommodations, it must be included in the student's IEP.



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# Assessment Features

( Not Available In The System)

- € **Increase Volume** - Computers allow the user to adjust the volume on its speakers
- € **Read Aloud and Reread Item Directions, Response Options, Passage** - The TA may read the directions, response options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.

# Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Additional procedures will be provided for students who are blind, deaf, or deaf/blind. These include:

- € Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation.
- € Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart.
- € Reading foundational items (grade 3 and 4 tests only) in braille for students who use braille. \*

A student can use this test form if a student meets one or more of the following conditions:

- € Low vision; uses vision for some activities of daily living
  - € No functional use of vision for activities of daily living, or unable to determine functional use of vision
  - € Hearing loss aided, but still with a significant loss
  - € Profound hearing loss, even with aids; and/or undetermined functional use of hearing
  - € Uses braille (contracted or uncontracted) - braille forms are available for students who are eligible for braille and are in grade 3 or 4 for Pilot 2
- 
- € The TA will be directed to the document that provides the additional guidance for students who meet the criteria.

# ELL with an IEP

- € An ELL should be considered for the alternate assessment if his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate,
- € And he/she meets the other participation guidelines for the NCSC-AA-AAS
- € Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability.

# Additional Information

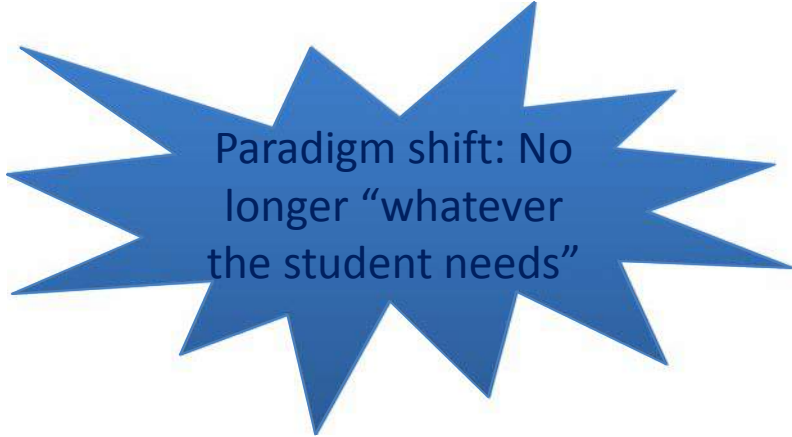


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# Staff Training

- € Districts should allow for approximately 3.5 hours of training time for Test Administrators (TA)
- € Districts should allow for approximately 1.5 hours of training time for Test Coordinators (TC)
- € If a person is both a TA and a TC, then 5 hours should be allotted for the training

# Accommodations



Paradigm shift: No longer “whatever the student needs”

- € Are embedded into each item
- € *Test Administration Directions* provide guidance on accommodations for item and provided to all students (Assessment Accommodations must still be identified and used routinely during instruction)
- € Test Administrator will enter student accommodations NCSC Assessment System **before and after** the tests are administered
- € Accommodations addressed in *Test Administration Manual* and training modules

# Communities of Practice (COP)

- € Disseminate information that the NMPED receives to COP members
- € Represent various schools across state
- € COP members' turnkey the information to their districts and share materials
- € Focus is to spread the word about NCSC-AA-AAS to allow for a more user friendly environment for all involved in the process
- € Essential for our smooth transition of NCSC-AA-AAS

# Resources

## € NCSC Wiki

- [https://wiki.ncscpartners.org/index.php/Main\\_Page](https://wiki.ncscpartners.org/index.php/Main_Page)

## € NCSC Partners

- <https://www.ncscpartners.org/>

## € NCSC Instructional Resource Guide

- <http://www.ncscpartners.org/Media/Default/CoP%20Presentations/1-Ensuring-Access-Pt1/Instructional-Resource-Guide.pdf>

## € Parent Resources

- <http://www.ncscpartners.org/resources>

# Alphabet Soup

€ Look at list and be ready to share as a table

- 1. CR
- 2. DTA
- 3. TC
- 4. ELA
- 5. IEP
- 6. NCSC
- 7. NCSC AA-AAS
- 8. SR
- 9. TAM
- 10. TA

# Questions



NMPED Contact: Alternate  
Assessments/Accommodations  
Dottie Arnao- Assessment Coordinator  
€ Phone: 505-827-6747  
€ [Dottie.Arnao@state.nm.us](mailto:Dottie.Arnao@state.nm.us)