
PARCC: Accessibility Features and Accommodations

Partnership for Assessment of
Readiness for College and Careers
& The New Illinois State Standards

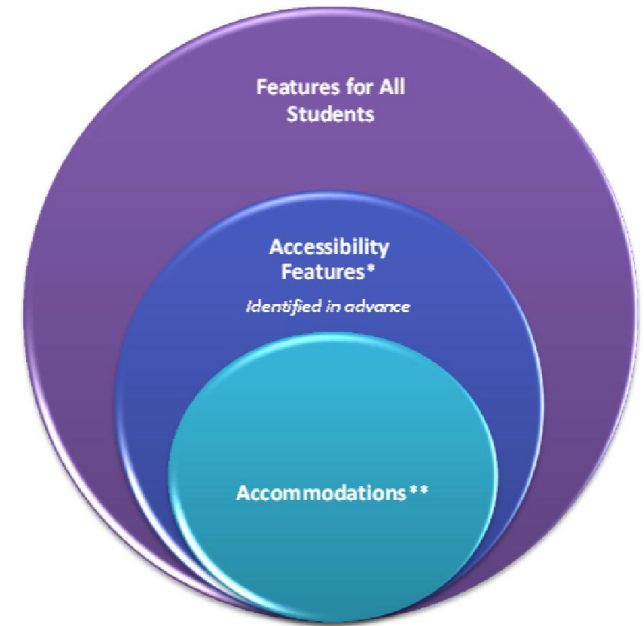
The who & the how

■ Who?

- ❑ Students with disabilities
- ❑ English learners
- ❑ All students

■ How?

- ❑ Embedded in the PARCC computer assessment system and available for all
- ❑ Available through PARCC online but only for those with a need, identified ahead of time
- ❑ Accommodations in the form of supports for students with disabilities, English learners, and English learners with disabilities that increase access while maintaining a valid and reliable score.



** Available to all participating students*

***For students with disabilities, English learners, and English learners with disabilities*

Features for all students

- Audio amplification
 - Blank paper
 - Eliminate answer choices
 - Flag items for review
 - Directions clarified
 - Directions read aloud and repeated as needed
 - Highlight tool
 - Headphones or noise buffers
 - Line reader tool
 - Magnification
 - NotePad application
 - Pop-up glossary
 - Redirect student to the test
 - Spell checker
 - Writing tools
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Features for all with advanced registration (PNP)

- Answer masking
 - General masking
 - Background / font color
 - Text-to-speech for mathematics assessment
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PNPs (Personal Needs Profile)

- Created by IEP or 504 team for
 - Students with disabilities
 - English learners with disabilities
 - Created by the educator responsible for accommodation for an English learner (with no disabilities)
 - Created by an informal team (student as appropriate, parent/guardian, student's primary educator in the subject of the assessment) for students without disabilities who are not English learners
 - PNP is embedded in the PARCC technology platform
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Principals may determine that any student may require:

- Small group testing
 - Frequent breaks
 - Time of day
 - Separate or alternate location
 - Specified area or seating
 - Adaptive and specialized equipment or furniture
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Who is eligible for accommodations?

- Students with disabilities who have an Individualized Education Program (IEP)
 - Students with a Section 504 plan (have physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify for special education services)
 - Students who are English learners
 - Students who are English learners and with disabilities who have an IEP or 504 plan
 - Students who use accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments both before and after the test is administered
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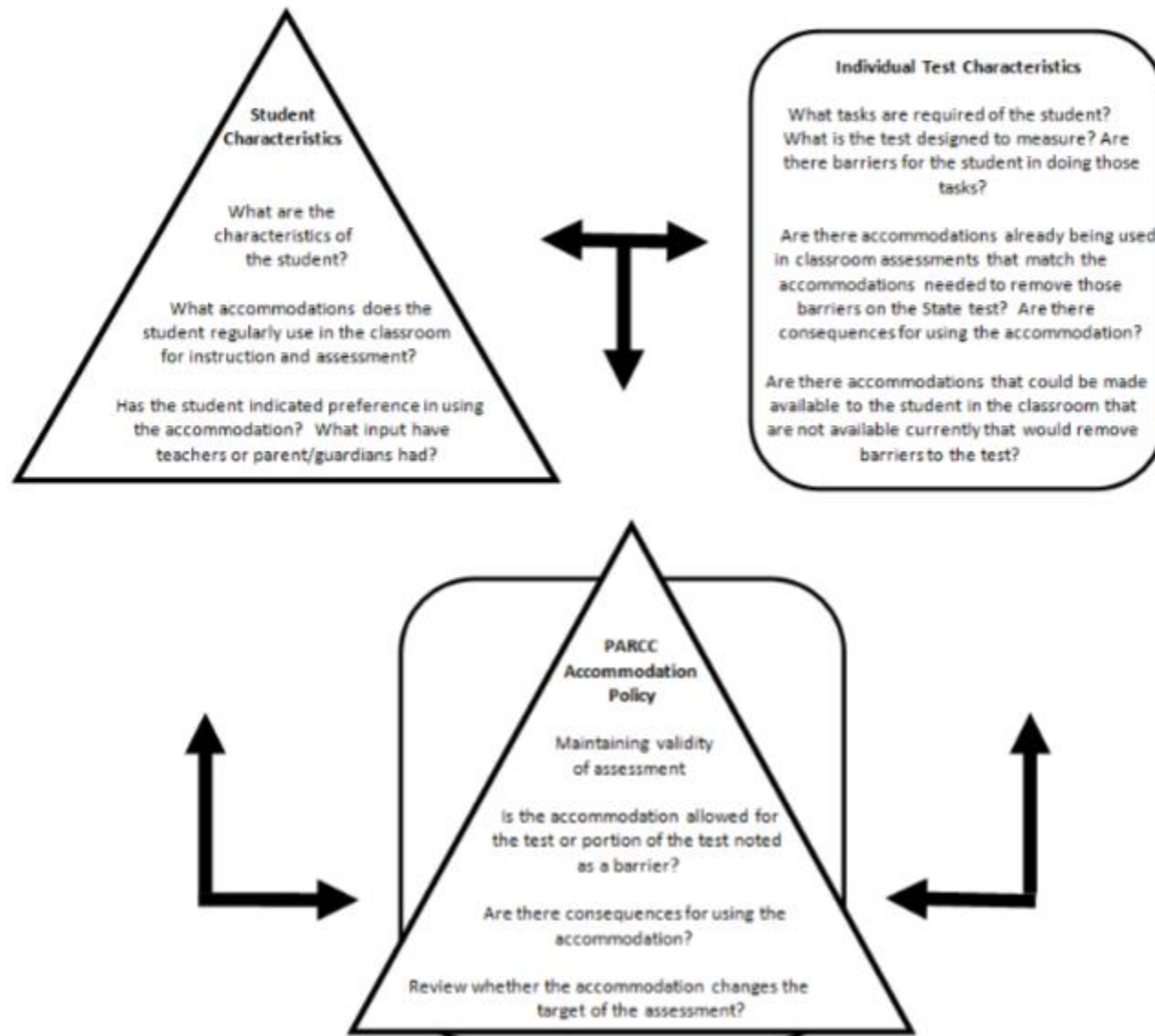
Accommodations

- Provide equitable access during instruction and assessments
 - Mitigate the effects of a student's disability
 - **Do not reduce learning or achievement expectations**
 - Do not change the construct being assessed
 - Do not compromise the integrity or validity of the assessment
 - Should be based on a student's need (not an enhancement or unfair advantage)
 - Should be generally consistent with those routinely provided in the classroom
 - Need should be documented
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Anything else?

- Test accommodations in your environment before testing window
 - Students must already be familiar with their use (consistent with daily instruction) – PARCC testing cannot be the first time a student uses a device or accommodation
 - Cannot give students an unfair advantage (grammar checker, Internet access for example)
 - Check for specific procedures for all accessibility features / accommodations
 - Decide upon accommodations for each assessment section, not broadly over the entire package of assessments
 - Avoid the “kitchen-sink” approach
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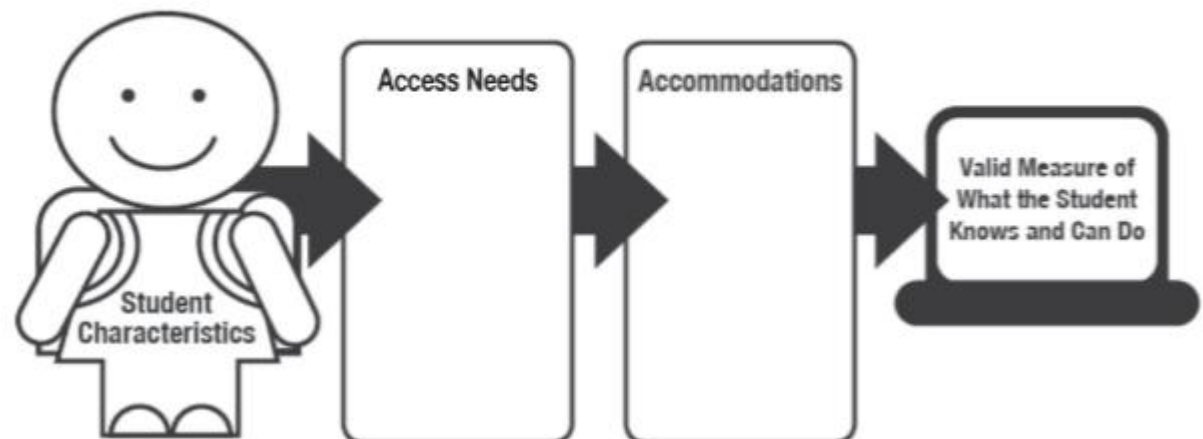
Figure 1. Considerations When Making Decisions for Assessment Accommodations



Factors in decision-making process

- Student characteristics and learning needs
- Individual test characteristics
- PARCC accommodation policies that maintain the validity of assessment results

Figure 2. Student Characteristics and Learning Needs



Presentation accommodations for students with disabilities

- Additional assistive technology
 - Braille edition of the assessments
 - Closed-captioning of multimedia passages
 - Descriptive video
 - Paper-and-pencil edition of the assessments
 - Tactile graphics
 - Text-to-speech or video of a human interpreter for the ELA / Literacy assessments
 - ASL video of the mathematics assessment for student who is deaf or hard of hearing
 - ASL video of test directions for student who is deaf or hard of hearing
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Response accommodations for students who have physical, sensory or learning disabilities

- Additional assistive technology
 - Braille note-taker
 - Calculation device (non-calculator sessions)
 - Scribing or speech-to-text for mathematics and selected ELA sessions
 - Scribing or speech-to-text for constructed response on ELA / Literacy assessments
 - Word prediction on the ELA / Literacy PBA
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Accommodations for English learners

Accommodations	Most likely to benefit English learners at this ELP Level (Refer to Table 6)			Administration Guidelines
	Beginning	Inter- mediate	Advanced	
Extended time	●	●	●	<p>The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-coverage will meet the students’ needs.</p> <p>Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.</p>
General Administration Directions Clarified in Student’s Native Language (by test administrator)	●	⊙	○	<p>The test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language.</p>

Accommodations	Most likely to benefit English learners at this ELP Level (Refer to Table 6)			Administration Guidelines
	Beginning	Inter-mediate	Advanced	
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○	The test administrator reads aloud, and repeats as needed, test directions in students' native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language.
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○	Student dictates responses in English to Mathematics test items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting.
Word-to-Word Dictionary (English/ Native Language)	○	●	●	<p>Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using the accommodation.</p> <p>A list of bilingual word-to-word dictionaries authorized for use on PARCC assessments is available at: http://www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf¹⁰¹</p>

Determining composite ELP level

Table 6. Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments²³

WIDA <i>ACCESS for ELLs</i> ^o English Language Proficiency (ELP) Levels		Proficiency Levels on individual State's English proficiency tests (approximate)	Composite ELP Level (Acosta et al., 2008)
Level 1	Entering	Level 1	Beginning
Level 2	Emerging	Level 2	
Level 3	Developing	Level 3	Intermediate
Level 4	Expanding	Level 4	
Level 5	Bridging	Level 5	Advanced
Level 6	Reaching	Level 6	

Other accommodations

- Timing and scheduling accommodations (in PNP in advance of testing)
 - Extended time in a quiet location (up to one school day for one session)
 - Unique accommodations
 - Not on list of PARCC approved accommodation or recently occurring accident or illness (broken arm, broken glasses)
 - PARCC reviews individual requests
 - Emergency accommodations
 - The day of the PARCC test
 - Form completed and maintained in student's assessment file
 - Parent must be notified
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Modifications that will result in invalid results on PARCC and/or investigation

- Reducing content tested
 - Reducing the scope of assessments (limited number of problems)
 - Modifying the complexity to make them easier (deleting half the response choices)
 - Giving hints, clues or coaching
 - Defining vocabulary or explaining test items
 - Allowing students to complete an ELA assessment in another language
 - Using dictionaries that provide definitions
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Is anyone exempt from testing?

- All students are required to participate in state-wide testing
 - Narrow exception for English learners in their first year in a U.S. school
 - Certain students with disabilities who have been identified by the IEP team to take their state's alternate assessment (DLM, Dynamic Learning Maps)
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Thanks to

www.parcconline.org

and

www.parcc.pearson.com

for much of the content

in this presentation