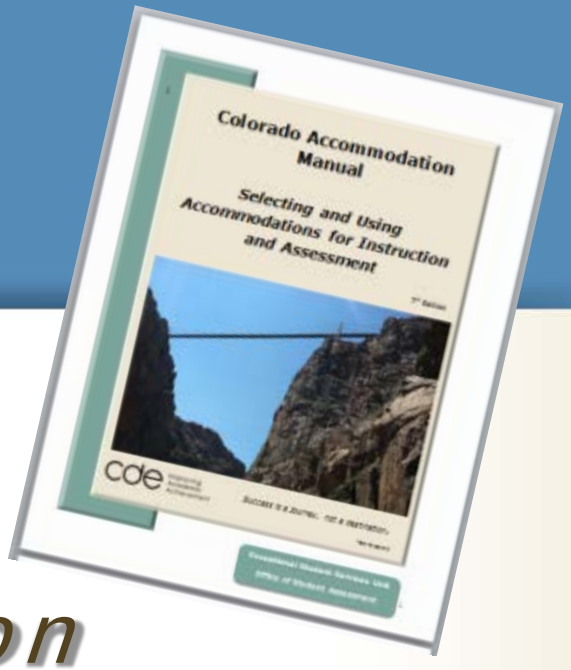
Welcome!

Colorado Department of Education
Exceptional Student Services Unit



Overview of the 2013-14
Building Bridges for the Future

Colorado Accommodation Manual

Part I – Instructional Accommodations

Section III Tools
Section IV Technology

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Instructional Accommodations

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Who Needs Training About Accommodations?

- **Develop District Training Plan**
  - Administrators
  - Classroom Teachers
  - Related Service Personnel
  - Paraprofessionals
  - Campus support staff
  - Parents

Colorado Accommodation Manual Guidance applies to….

- Any student with a documented need, including students with a disability who are served under Section 504 of the Rehabilitation Act of 1973, and students who are eligible to receive special education services under the Individuals with Disabilities Education Improvement Act 2004 - IDEA

Who will use the manual?

Formal plans may include, but are not limited to:

- English Language Acquisition Plan
- Individual Literacy Plan
- RtI Plan
- Advanced Learning Plan
- School or district document kept in the student's cumulative record
- Section 504 Plan / Individual Accommodation Plan
- Individualized Education Program IEP

Various types of **educational teams** may be assembled to consider a student's educational needs.

The role of the team is to thoughtfully determine and document appropriate accommodations needed to access instruction and assessment.

All decisions will be made and documented in a formal educational plan according to applicable local, state and federal guidelines

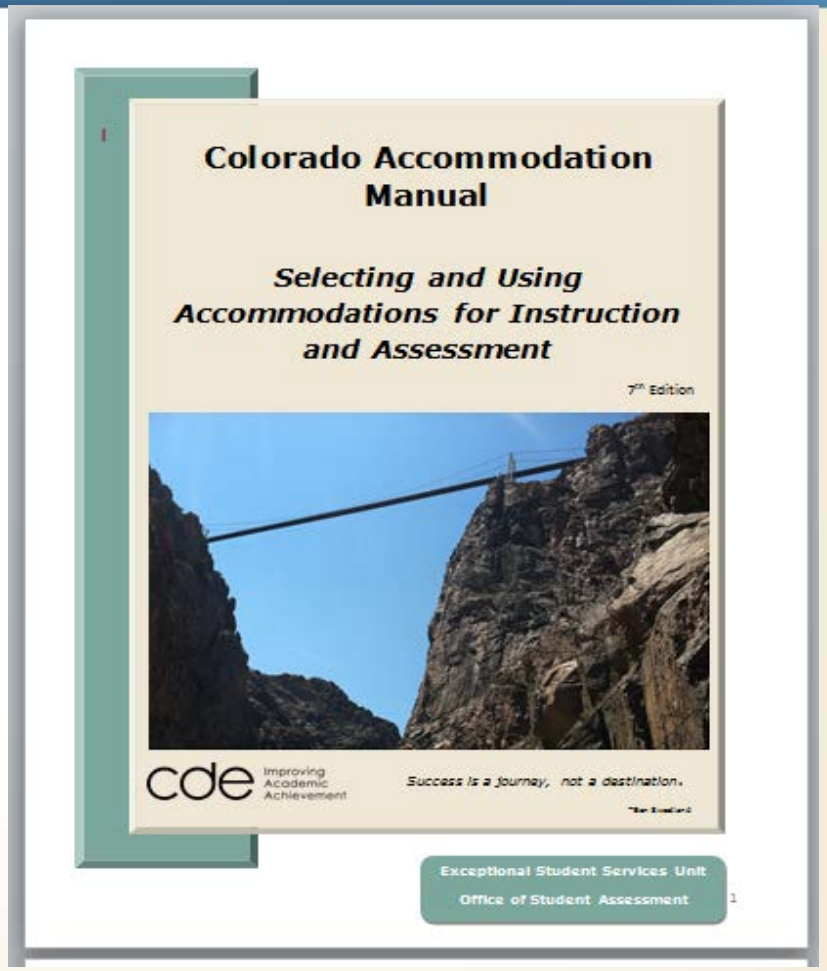
Who will use the manual?

Improved Student Performance

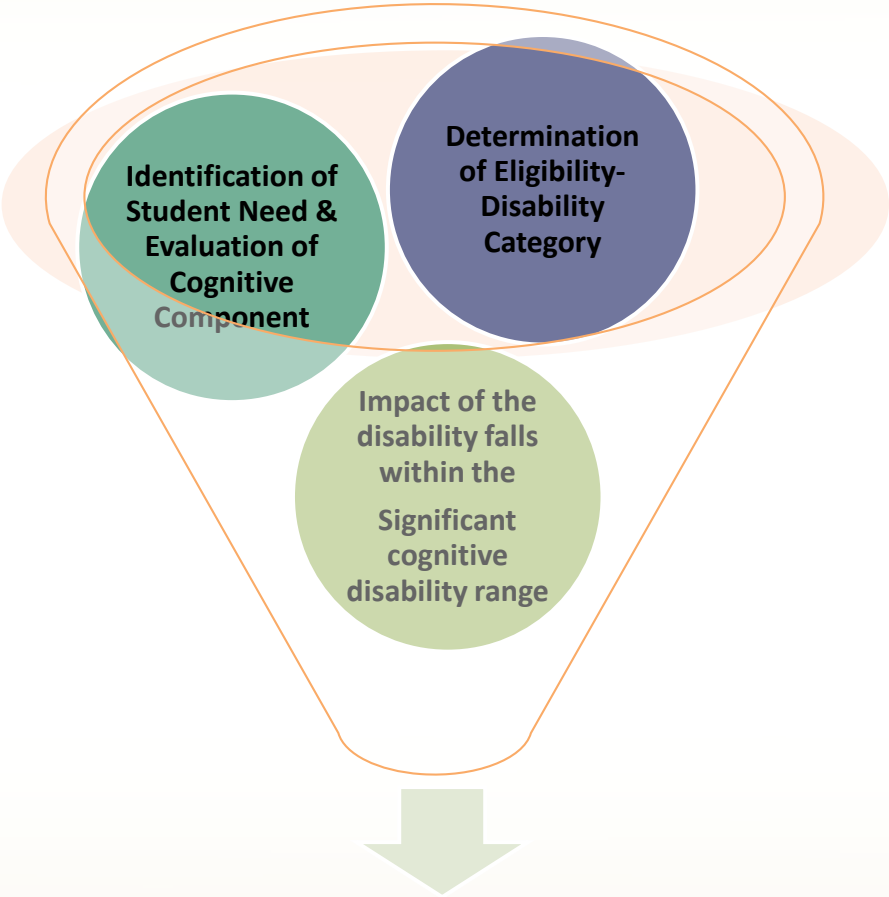
Big Ideas - Section 1

Cover – *Building Bridges for the Future*

- Section 1: Guidance
  - Revised Participation Guidelines for Alternate Instruction and Assessment
  - Companion Document



Special Education Eligibility → Alternate Standards and Assessment



IEP Team considers alternate standards for instruction and alternate assessment

Alternate Academic Achievement Standards and Alternate Assessment

NEW

Participation Guidelines Worksheet

Notice the change of title:

Alternate Standards and Assessment ~~Eligibility Criteria~~ Worksheet

To new title:
Alternate Academic Achievement Standards and Alternate Assessment **Participation Guidelines** Worksheet

Participation Guidelines Worksheet

*For further clarification of terms used in this worksheet, please refer to the companion document ***Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment***

Criterion #1: The student has been evaluated and determined to be eligible to receive special education services and has an IEP.	**Response:**
☐ Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?	☐ **No. Stop here.** The student must meet Special Education *Determination of Eligibility* criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp
☐ Has a current Individualized Education Program (IEP) been developed for the student?	☐ **Yes.** If both elements can be affirmed, **continue to Criterion #2.**

Participation Guidelines Worksheet

Criterion #2: The student has documented evidence of a cognitive disability.	Response:
☐ During the process of determining eligibility for a student, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?	☐ **No. Stop here.** The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category. ☐ **Yes.** Empirical evidence of a cognitive disability is documented in the IEP. **Continue to Criterion #3.**

Criterion #3: The student has a significant cognitive disability.	Response:
☐ The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are **significantly below age expectations, even with program modifications, adaptations and accommodations** and ☐ the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a **significant cognitive disability***. ***Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.***	☐ **No.** The documented evidence supporting the existence of a cognitive disability **does not fall into the "significant cognitive disability" range**. With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards. **Continue to 4A to select Grade-level standards-based instruction and appropriate grade-level assessment.** ☐ **No.** The documented evidence supporting the existence of a cognitive disability **does not fall into the "significant cognitive disability" range**. **However**, the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards. **Continue to 4B to select Alternate standards-based instruction and appropriate alternate assessment.** ☐ **Yes**. Both elements affirm that the student meets the qualifications as a student with a **significant cognitive disability**. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level **Colorado Academic Standards Extended Evidence Outcomes (EEOs)**. For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals **and** objectives for content areas.

Criterion #3: The student has a significant cognitive disability.	Response:
☐ The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are **significantly below age expectations, even with program modifications, adaptations and accommodations** and ☐ the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a **significant cognitive disability***. ***Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.***	☐ **No.** The documented evidence supporting the existence of a cognitive disability **does not fall into the "significant cognitive disability" range**. With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards. **Continue to 4A to select Grade-level standards-based instruction and appropriate grade-level assessment.** ☐ **No.** The documented evidence supporting the existence of a cognitive disability **does not fall into the "significant cognitive disability" range**. **However**, the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards. **Continue to 4B to select Alternate standards-based instruction and appropriate alternate assessment.** ☐ **Yes**. Both elements affirm that the student meets the qualifications as a student with a **significant cognitive disability**. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level **Colorado Academic Standards Extended Evidence Outcomes (EEOs)**. For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals **and** objectives for content areas.

Participation Guidelines Worksheet

Tested Content Areas	4A **Instruction and Assessment based on Grade-Level Academic Achievement Standards** (Grade-level Expectations / Evidence Outcomes)	4B **Instruction based on Extended Evidence Outcomes (EEOs) and Alternate Assessment based on Alternate Academic Achievement Standards** (AA-AAS)
Reading **Writing** **Math** **Science** **Social Studies**	☐ Grade-level classroom/ district assessments ☐ with accommodation ☐ without accommodation ☐ State Summative Assessment ☐ with accommodations allowed for use on state assessment ☐ without accommodation ☐ nonstandard request- approved by CDE Assessment Unit	☐ Alternate classroom/ district assessments based on alternate standards ☐ Alternate State Summative Assessments **Note:** With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.
Dual Assessment	Typically, if a student meets participation guidelines for alternate standards for instruction, the alternate assessment will be taken for all content areas tested in the student's enrolled grade level. However, in a few rare instances, a student may demonstrate specific academic strength in a particular content area. The IEP Team may determine that a student receive grade-level instruction and participate in grade-level assessment in one or more content areas, but receive instruction under alternate standards and take an alternate assessment in another content area. In such cases, a **Request for Dual Assessment** form must be submitted to the CDE Assessment Unit. (See Assessment Appendix in the Colorado Accommodation Manual)	
Other	☐ ACCESS for ELLs (K-12) ☐ with allowable accommodations ☐ Colorado ACT ☐ with allowable accommodations for use on the ACT assessment	☐ Alternate ACCESS for ELLs (Gr. 1-12) ☐ 11th Grade Alternate Assessment for Colorado ACT NEW Data Pipeline for 2014

Alternate Academic Achievement Standards and Alternate Assessment

Participation Guidelines Companion Document

Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment

This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.

Evaluation and Determination of Eligibility for Special Education

Upon referral for special education services, the school district will use "a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent…" to build the body of evidence to define a student's characteristics as a learner. The IEP Team will review the evaluation data and follow the Determination of Eligibility Checklists to document the student's eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented. (20 U.S.C. 1414(b)(2)(A). http://www.cde.state.co.us/cdesped/IEP_Forms.asp

Cognitive Disability

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student's needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

Significant Cognitive Disability

While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that **alternate achievement standards are intended for "…students with the most significant cognitive disabilities."** (p.6) there is no federal definition or single method of determining if a student has a "significant cognitive disability" http://www2.ed.gov/policy/elsec/guid/altguidance.pdf

Will be Available in Booklet format also

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Extended Evidence Outcomes (EEOs)

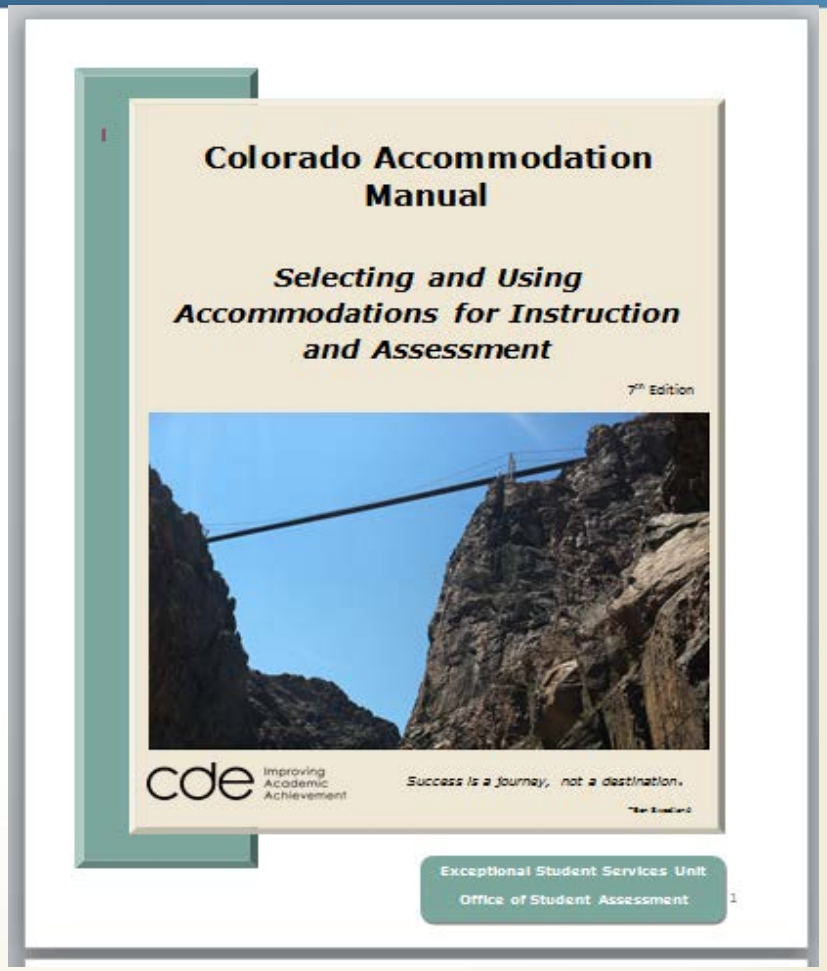
For students receiving instruction on alternate standards, measurable goals and objectives are required in the IEP

- **Extended Evidence Outcomes Adopted August 3, 2011 On August 3, 2011, the State Board of Education unanimously adopted the EEO. EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.**
- **Mathematics with EEOs**
- **Reading, Writing and Communicating with EEOs**
- **Science with EEOs**
- **Social Studies with EEOs**

Big Ideas – Section 2

Cover – *Building Bridges for the Future*

- Section 2: The Five-Step Process
  - Updated Tables A-N
  - Glossary of Instructional Accommodations with Technology resources



How can I get new information?

- **District Assessment Coordinators – DAC listserv**
  - 11th Grade Alternate Assessment for the Colorado ACT
  - Data Pipeline
- **SCOOP newsletter**
  - Register for trainings
  - Project opportunities
- **CDE Website**
  - Assessment Unit
  - Exceptional Student Services Unit
    - Standards
    - Instructional Accommodations
    - Assessing Students with a Disability

Features

Navigation – the manual is formatted to be read online

- Each section can be accessed independently
- Section headings are bookmarked to specific sections in the document

Manual will be posted soon!

- **Assessment Unit webpage**
- **ESSU > Instructional Accommodations for Students with a Disability**

Part II –Accommodations for State Assessment

Part 2: Accommodations for State Assessment

September 5th Webinar:

- Section V Policies and Procedures
- Section VI Accommodations for Use on TCAP
- Section VII Accommodations for Use on CoAlt (Current and New)

September 12th Webinar:

- Section VIII Accommodations for ACCESS for ELLS and Alternate ACCESS
- Section IX Accommodations for Science and Social Studies

Instructional Accommodations

Section III: Tools

Section III: Tools

2013-2014 Colorado Accommodations Manual Printable Version

- Part 1: Instructional Accommodations
- Section 1 Guidance
- Section II Five-Step Process
- Section III Tools
  - Consideration When Making Decisions for Instructional Accommodations
  - Student Characteristics
  - Tables A-N: Instructional Accommodations Linked to Student Characteristics
  - NEW Alternate Academic Achievement Standard and Alternate Assessment Eligibility Criteria Worksheet
    - Companion clarifying document
    - Web version and Booklet Format

Step 4

Implement accommodations during instruction and assessment

Using Accommodations During Instruction

Student Characteristics	YES	Refer to Tables A-N for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	☐	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	☐	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	☐	Go to Table C or H
4. Does the student have difficulty with expressive or receptive communication?	☐	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	☐	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	☐	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	☐	Go to Table C, H or F
8. Does the student have mathematics-related impairment?	☐	Go to Table G

Tables A-N

Table A. Student Characteristic: Visual Impairment, Including Blindness

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for a visual impairment, visual processing disorder, or print disability*
Presentation	• Large print; enlarge with photocopy machine to recommended font size ⌘ Hand held magnification devices ⌘ Braille notetaker ⌘ Refreshable Braille displays ⌘ Computer magnification ⌘ Black and white print; black or white on high contrast screen • Color contrasting • Increased white space • Use easy-to-read sans serif font such as Verdana, Arial, or Calibri • Abacus ⌘ Closed Circuit TV (CCTV)/video magnification • Braille • • Read aloud/oral presentation ⌘ Recordings for the Blind and dyslexic ⌘ Recorded books, Mp3 players, other electronic reading devices; descriptive video ⌘ Screen reader programs
Resources: Colorado Center for the Blind www.cocenter.org American Council of the Blind of Colorado www.acbco.org National Federation of the Blind, Colorado Chapter www.nfbco.org	

Section III: Tools

- Glossary of Instructional Accommodations
- Parent Input for Accommodations
- Accommodations from the Student's Perspective
- Do's and Don'ts when Selecting Accommodation
- Use of Scribe: Example (from Cherry Creek ISD) Decision-Making Guide
- Accommodation Use in the Classroom
- Evaluation of Accommodation Use
- Data Collection Sheet
- Infused Skills Grid (PEAK Resource)
- After-Test Accommodation Questions
- School/District Logistics Planning Checklist for Classroom/State Assessment Accommodations

Glossary of Instructional Accommodations Chart

	Audio Description of Images
	Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction
	Read Aloud (Oral Presentation)
	A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur effectively when a person is reading to an entire group of students.
	Teacher-Read Directions
	A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.
	Oral Script
	If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.
	Read Aloud to Self
	This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.
modations	**Audio Cassette Tape, Compact Disc, or Digital Recorder**

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Technology Considerations

Response Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Considerations for Use of Technology and Skills Students May Need:

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Write **Alternate Pencil** **Augmentative Communication Device**	• Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand • Partner Assisted Scanning to select letter for multiple choice
Scribe	• Ability to use speech recognition software to dictate response • Ability to use multiple options to indicate response (listed above)
Brailler **Tape Recorder** **Paper/pencil response**	• Ability to use speech recognition software • Ability to operate equipment and dictate response • Capability of producing response using braille writer or other equipment • Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas

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Questions?

Instructional Accommodations

Section IV: Technology

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Evaluating Students' Computer Literacy Skills

- University of Kentucky & CAST
  - Technology Skills Checklist for Online Assessment
- Plano, TX ISD Skills for K-5
  - Elementary Technology Computer Literacy Guide
- NOT aligned with CAS….

University of Kentucky and CAST

Skills Needed by Student for Online Assessment

N *Check in this column each skill that is needed for the specific assessment that the student will be taking.*

\+ *Check in this column each skill that the student currently demonstrates.*

— *Check in this column each skill that the student needs to acquire before taking the assessment.*

◈ *Write in additional skills that are specific to the assessment that the student will be taking.*

Basic Computer Skills	N	+	-
1. Demonstrate correct use of computer (clean hands, no food/drinks, press keys gently, no magnets, etc.)	☐	☐	☐
2. Identify parts of a computer system (e.g. monitor, keyboard, mouse and/or trackball, printer, headset and/or speakers, CD-ROM drive, disk drive, etc.)	☐	☐	☐
3. Identify storage media (e.g., floppy disk, CD-ROM)	☐	☐	☐
4. Start up computer	☐	☐	☐
5. Shut down computer	☐	☐	☐
6. Move mouse pointer on screen (i.e., demonstrate pointing accuracy)	☐	☐	☐
7. Use a mouse to single-click	☐	☐	☐
8. Use a mouse to double-click	☐	☐	☐
9. Use a mouse to right-click	☐	☐	☐
10. Use a mouse to highlight text on a screen	☐	☐	☐
11. Use a mouse to click and drag	☐	☐	☐
12. Start a program from the Program Menu	☐	☐	☐

CAST Universal Design for Learning™

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Plano ISD – Technology Literacy Guide

Objectives:	K	1st	2nd	3rd	4th	5th
Identify and properly use the mouse	A/B	B/C	C/D	D	D	D
Use correct posture	A/B	B/C	C/D	C/D	D	D
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A/B	B/C	C/D	C/D	D	D
Locate, identify, and use letter, number, and punctuation keys.	A/B	A/B	C	C	D	D
Use left hand on the left side of the keyboard.	A	A/B	B	B/C	D	D
Use right hand on the right side of the keyboard.	A	A/B	B	B/C	D	D
Use both hands simultaneously on the keyboard.	A	A/B	A/B	B	B/C	D
Use thumb on the spacebar.	A	A	B	B/C	D	D
Use correct hand-finger, homerow, and pairing of fingers.	A	A	A/B	B	C/D	D
Use correct technique for key striking and keying by touch.	A	A	A	A/B	B/C	C/D
Enter data at a rate of 11-15 words per minute.	A	A	A	A/B	C/D	D

Using technology to access content and differentiating instruction for…

- Content
- Process
- Product
- Environment
  - **Check out the Videos!**

Differentiating Instruction

Learner Characteristics *Also Reference Tables A-N in Section III	Technology Resource	Description
*Teacher-created online survey tools to ask students about their preferred learning styles	*SurveyMonkey* *Zoomerang* *PollEverywhere* *PollDaddy*	Student responds to teacher posed questions Clickers to poll and capture data on a group of students Hand-held text messaging devices such as iPod Touches
Difficulty organizing thoughts Difficulty understanding and remembering relationships	*Bubbl.us* *Inspiration* or *Kidspiration*	Create concept map Graphic organizer
Difficulty writing	*Glogster* *Voice Thread* *Sounding Board*	Journaling tool Can capture student's voice and photos to narrate their own projects iPad/iPod Touch app to use as a storyboard communicator

Differentiating Instruction

Using Technology to Differentiate by Process

Video: http://www.learnnc.org/lp/multimedia/19120

Information excerpted from Hobgood and Ormsby's article *"Inclusion in the 21st-century classroom: Differentiating with Technology"* to offer a variety of ways teachers can use technology to differentiate by process.

Flexible Grouping allows teachers to prepare for two, three or four basic groups	Organize groups according to • Ability/readiness • Interest • Learning profile Group students differently depending on the type of activity or learning objective and allow students to move between groups.
Processing and Recording Information	Technology can support notetaking and math calculation. Microsoft Word offers a free Mathematics Add-in to create graphs and solve equations within a word processor.

Section IV - Technology

Accommodations based on Student Characteristics

Glossary of Instructional Accommodations

Tables A-N

- Presentation
- Response
- Setting / Environment
- Timing and Scheduling

New Assessments

English Language Arts & Math

- Partnership for Assessing Readiness for College and Careers PARCC consortia
- Grade-level summative
- Computer-based
- Paper/pencil for some

. . . . . .

English Language Arts & Math Alternate Consortia TBD

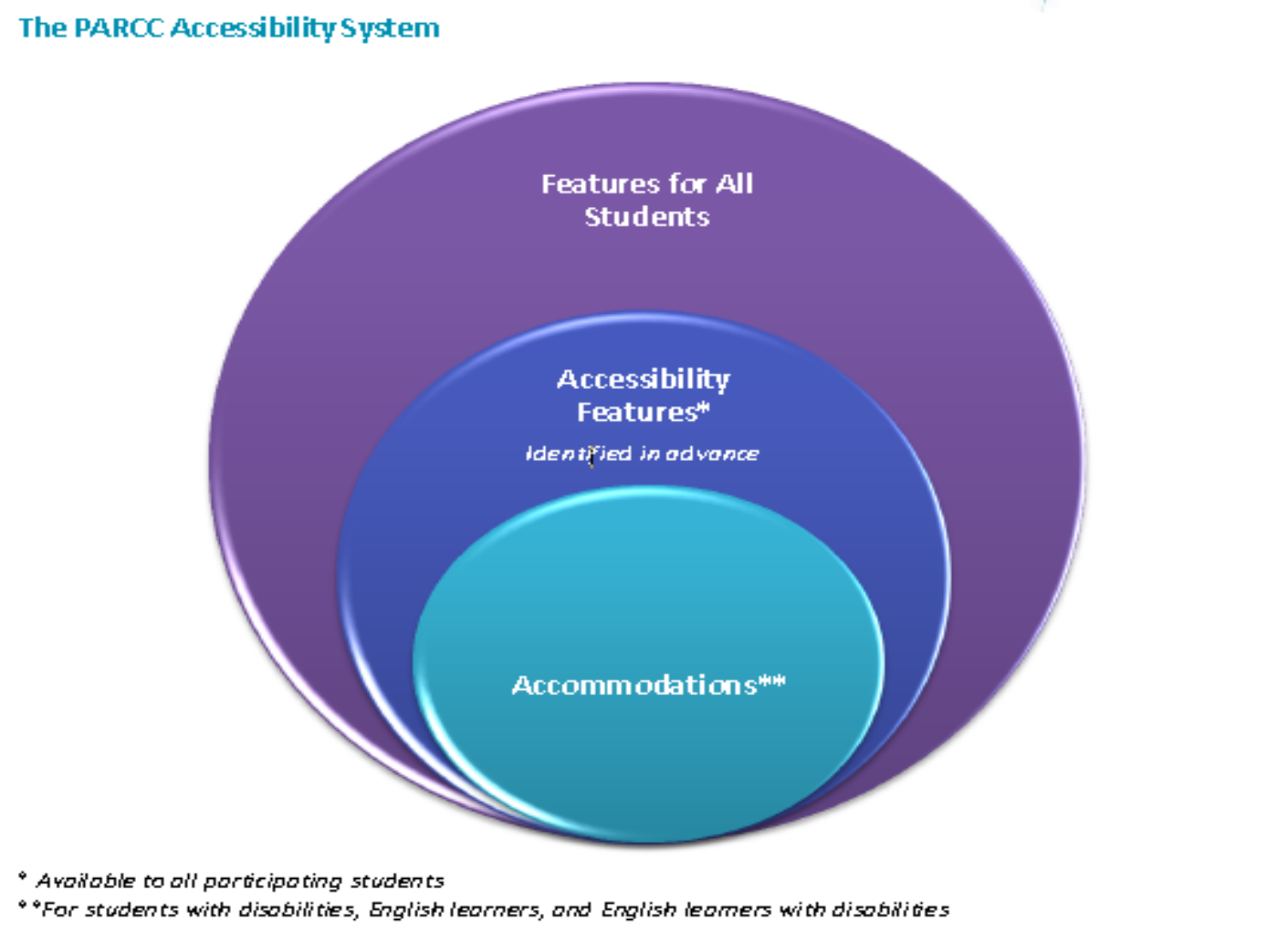
Performance-based

Science and Social Studies

- Computer-based
- Paper/pencil for some
- Summative and Alternate

Accommodation guidelines not available at this time; continue to select as you have been doing for paper/pencil

PARCC Accessibility System



Section IV - Technology

Selecting and Documenting appropriate Accessibility Features and Accommodations

Preparing for PARCC ELA & Math

- **Students must become familiar with Accessibility Features**
  - Based on principles of Universal Design for Learning
  - May be used by any student
  - Certain features must be enabled
- **Accommodations for Students with 504/IEP Plans, English learners and English learners with disabilities**
  - Document in educational plans--504 Plan/ IEP
  - for 2013-14 Field Tests
  - Data will be used to create **Personal Needs Profile**

PARCC Accessibility Features and Accommodations Manual www.parcconline.org

- The manual details three ways in which PARCC's computer-delivered assessments are designed to provide students with increased access to the assessments:
- Features for All Students: Features for all students, which will be embedded through the PARCC online delivery platform, or part of the PARCC assessment administration.
- Accessibility Features for All Students (identified in advance): Features available to all students but provided to students who have a need identified ahead of the PARCC assessment.
- Accommodations: Supports for students with disabilities, English learners, and English learners with disabilities that increase access while maintaining a valid and reliable score.

Documentation for 2013-14 Field Tests

Partnership for the Assessment of Readiness for College and Career (PARCC) Information for Teachers

As Colorado moves forward with field testing and implementation of the new English Language Arts and Math assessments developed by the Partnership for Assessing Readiness for College and Career (PARCC) during the 2013-14 year, it will be important to ensure students have adequate opportunity to become familiar with the features of a computer, recognize icons associated with accessibility features and have the capability of accessing them independently either directly with a keyboard or via an assistive technology device.

Preparing for Online Accessibility Features and Accommodation: IEP Documentation 2013-14

Reference: Click on this link: PARCC Accessibility Features and Accommodations Manual

Published on *PARCC* (http://www.parcconline.org)

The First Edition of the PARCC Manual can be accessed here, but keep in mind, it is subject to change after the field test.

Table 1 Accessibility Features for All Students

Table 1: Accessibility Features for All Students (p. 22 PARCC manual)

Support	Description	Identified in Advance by a PNP (During Test Registration Process)
Answer Masking	The student electronically "covers" answer options, as needed.	Yes
Audio Amplification	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate setting if unable to wear headphones.	
Background/Font Color (Color Contrast)*	The student changes the onscreen background and/or font color based on need or preference.	Yes
Blank Paper (provided by test administrator)	The student may be provided blank sheet(s) of paper on which to plan or organize item responses.	
Eliminate Answer Choices	The student "crosses out" possible answer choices (for multiple choice items only).	
Flag Items for Review	The student highlights items to review later	
General Administration Directions Clarified (by test administrator)	The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing.	
General Administration Directions Read Aloud and Repeated as Needed (by test administrator)	The student clicks a button to read aloud or repeat instructions. Student must be tested in a separate setting, if unable to wear headphones.	

Table 2: Presentation Accommodations for students with Disabilities

Table 2: Presentation Accommodations for Students with Disabilities (Page 27, PARCC manual)

Accommodation	Administration Guidelines
Additional Assistive Technology	Guidelines will be provided in fall 2013
Braille Edition of ELA/Literacy and Mathematics Assessments Note: Hard-copy braille tests for *ELA/Literacy and Mathematics*) Refreshable braille displays for *ELA/Literacy only*)	For students with visual impairments, a contracted braille11 form will be available. Refreshable braille displays must be used in conjunction with screen reader software
Closed-Captioning of Multimedia Passages on the ELA/Literacy	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on

Table 3: Response Accommodations for students with Disabilities

Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages	The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text. Note: If headphones are *not* used, the student must be tested in a separate setting. IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.

Guidelines are provided below for IEP and 504 Teams to identify students to receive Spoken Text Audio Format (Text-to-Speech / Read Aloud Accommodation)

IEP or 504 Plan Teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.

IEP/504 Team Guidance

Before listing the accommodation in the student's IEP or 504 Plan, Teams should consider whether:	In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:
The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter	Blindness or a visual impairment and has not learned (or is unable to use) braille **OR**
The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments	A 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 (e.g., student is unable to decode printed text or read fluently); **OR**

IEP/504 Team Guidance

The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading	Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. ASL Video for the Mathematics Assessments and ASL Video of Test Directions may also be considered. The student views an embedded video of a human interpreter for the assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.

Decisions about who receives this accommodation will be made by IEP and 504 Teams. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making.

Reporting Notation to schools and Parents:
A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).

Table 2: Presentation

Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments	The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which one) on the **non-calculator session** of the Mathematics test. If a talking calculator is used, the student must use headphones or test in a separate setting. Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor. For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division) this accommodation allows a calculation device to be used on non-calculator Mathematics assessment sessions. The accommodation would be permitted on test sessions for which calculators are not allowed for other students, **with the exception of mathematics fluency items/tasks in grades 3—6 for which no calculation device may be used.** If a calculation device were used for those test items that exclusively measure calculation skills, the validity of the test claim (Sub Claim E-Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the Standards for, Mathematical Content) would be compromised and the score invalid.

Before listing the accommodation in the student's IEP or 504 Plan, Teams should consider whether:	**In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:**
The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction;	A disability that severely limits or prevents the student's ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so
The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments	
The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.	

Table 3: Response Accommodations for Students with Disabilities

Table 3: Response Accommodations for Students with Disabilities (Page 29-30, PARCC Manual)

Accommodation	Administration Guidelines
Additional Assistive Technology	Guidelines will be provided in fall 2013.
Braille Note-taker	Student who is blind or has visual impairments will use an electronic braille note-taker. For PARCC assessments, grammar checker, Internet and stored file functionalities must be turned off The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the *PARCC Test Administration Manual*
Scribing or Speech-To-Text (i.e., Dictation / Transcription) for constructed responses on the English Language Arts / Literacy Assessments	**The student dictates responses either verbally, using a speech-to-text device, augmentative / assistive communication device (e.g., Picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must be tested in a separate setting.**
Word prediction on the ELA/Literacy Performance-Based Assessment	**The student uses word prediction software that provides a bank of frequently-or recently-used words onscreen as a result of the student entering the first few letters of a word.**

Table 4

Table 4: Timing and Scheduling Accommodation for Students with Disabilities (Page 34, PARCC Manual)

Accommodation	Administration Guidelines
Extended Time	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.

Science and Social Studies

Accommodations: Preparing for Science and Social Studies

Specific accessibility features and available accommodations for the computer-based Science and Social Studies assessments have not been released from the vendor at the time of this publication. Please check the Assessment Unit webpage for updated information as it becomes available. IEP Teams should continue with the same types of accommodations as were required for use in instruction and paper/pencil state assessment.

Questions?

Please call if we can help!

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