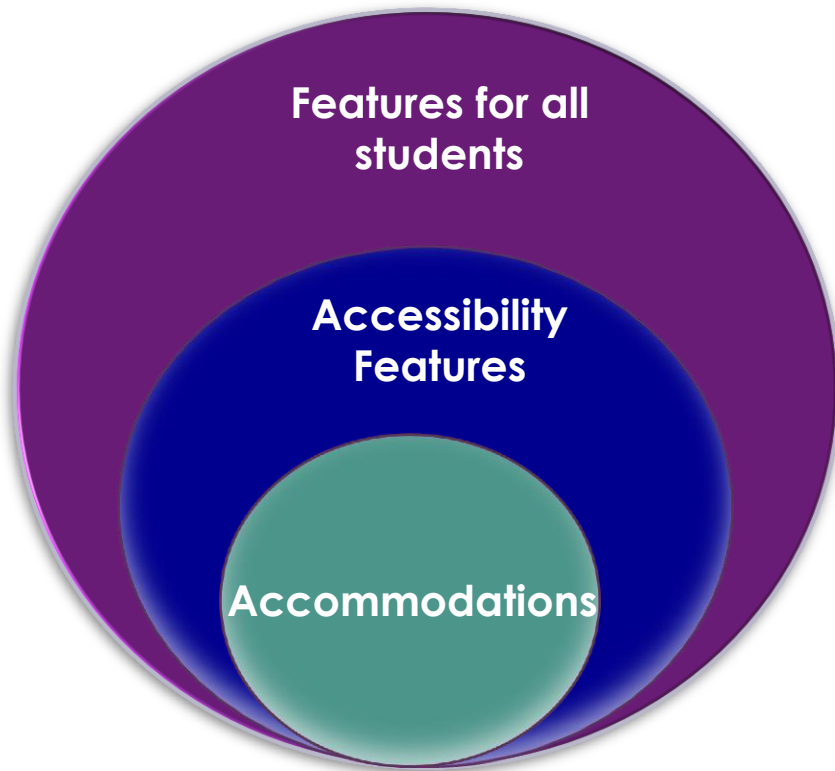




# **PARCC:** Accessibility Features & Accommodations

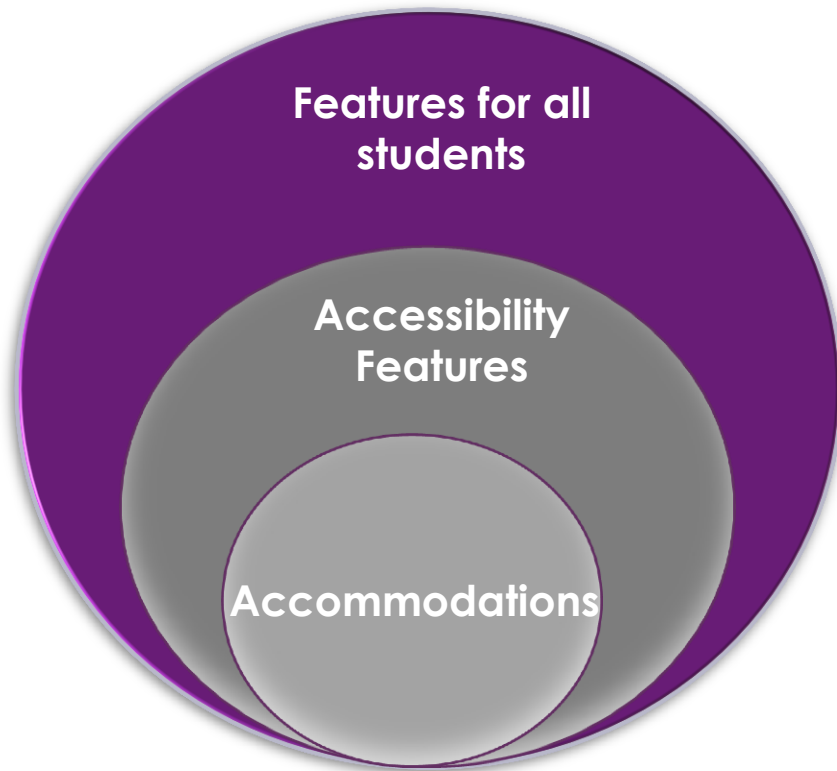
Presenter: Kristen Leigher, special education teacher

# The PARCC Accessibility System



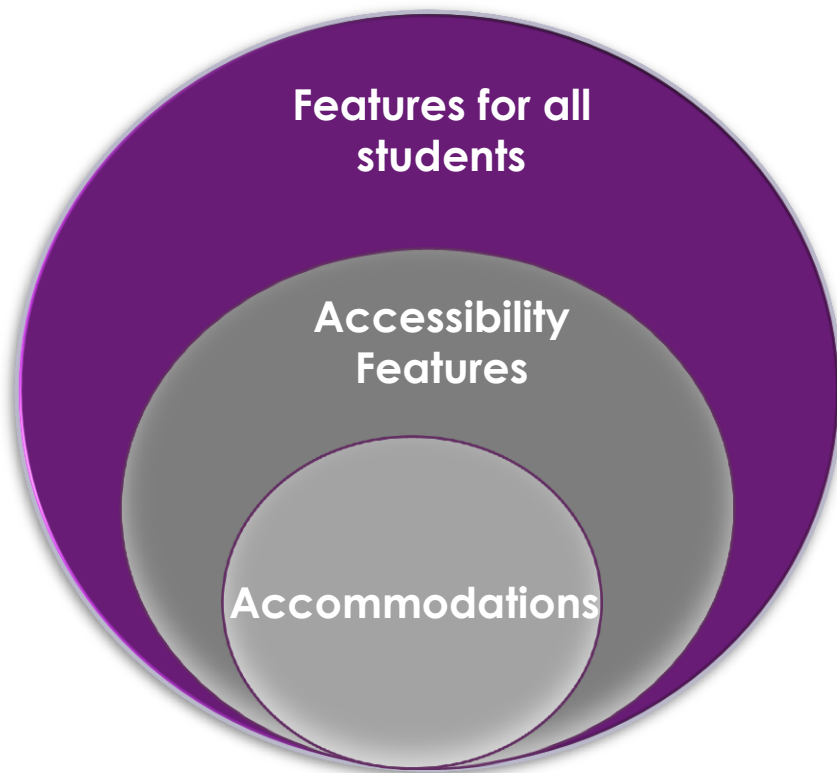
- Accessibility Features: available to all students & identified ahead of time
- Accommodations: for all students with disabilities, English language learners, and English language learners with disabilities

# Features for all Students



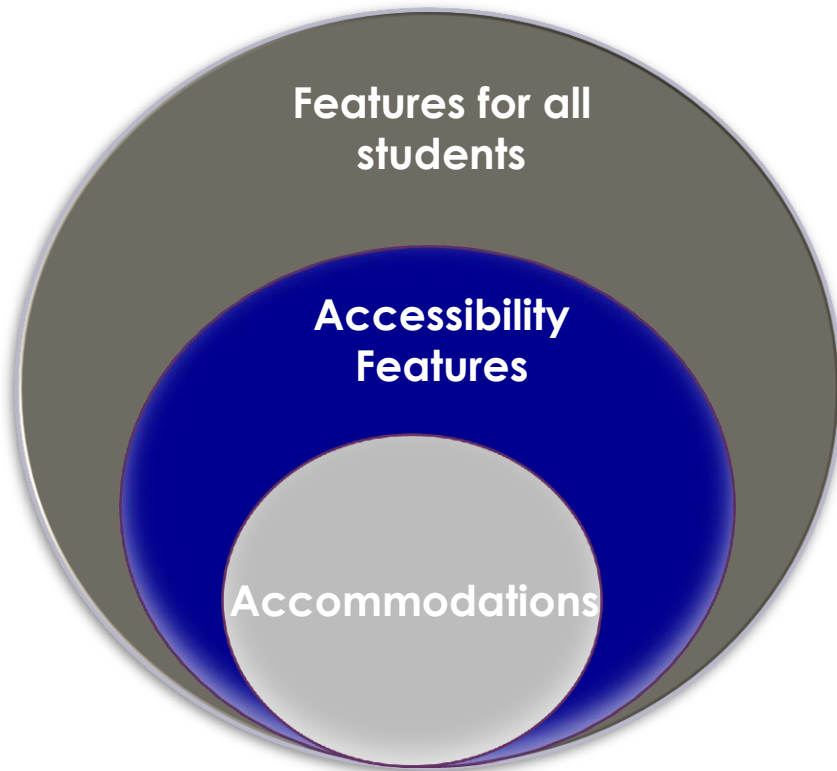
- Universal Design Principles
  - Accessible assessments through all components and tasks
  - Minimize/ eliminate features irrelevant to what is being measured
- Computer-embedded accessibility features
  - Available through online platform or delivered by test administrator

# Features for all Students



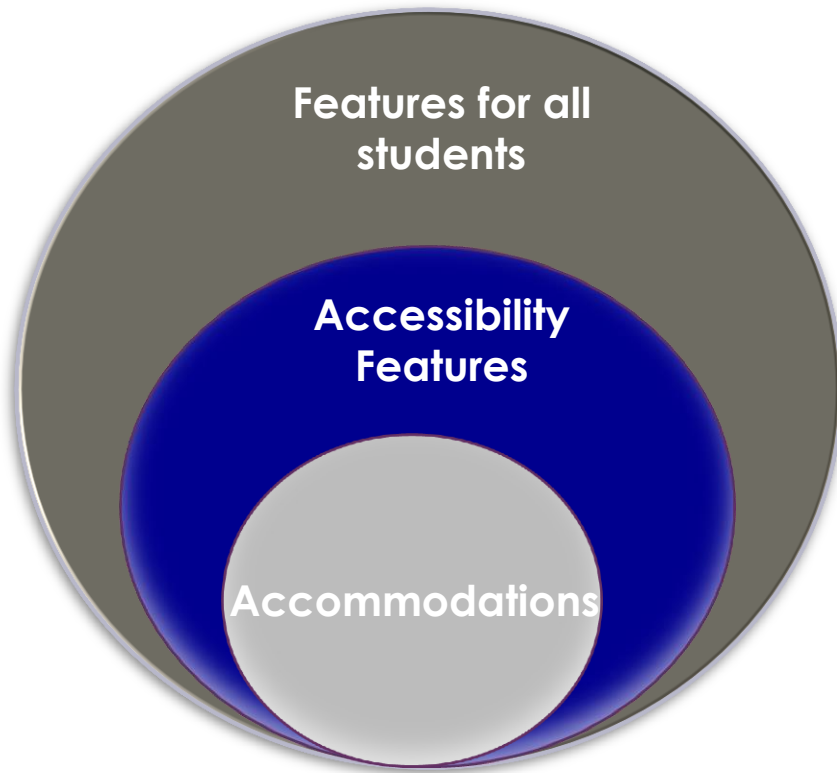
- List of Computer-embedded accessibility features
  - Audio amplification
  - headphones
  - Blank, scratch paper
  - Eliminate answer choices
  - Line reader
  - Highlighter
  - Spell Check
  - Writing Tools (cut, paste, bold, etc.)
  - Flag items for review
  - Magnification device in browser
  - Embedded NotePad
  - Pop-up Glossary
  - General directions read aloud by test administrator
  - Clarified directions by test administrator
  - Redirect student to test by test administrator

# Accessibility Features



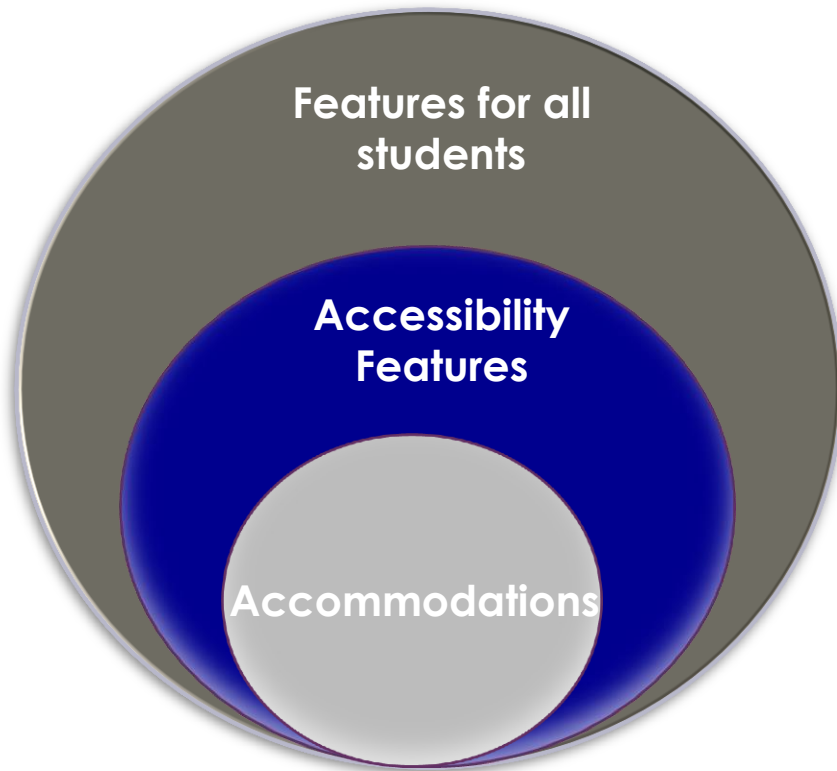
- Accessibility Features
  - available to all students & identified ahead of time
  - Personal Needs Profile (PNP) collected for students using accessibility features and accommodations to ensure testing needs are met
  - If no IEP or 504, determined by student, parent/guardian, and students primary educator

# Accessibility Features



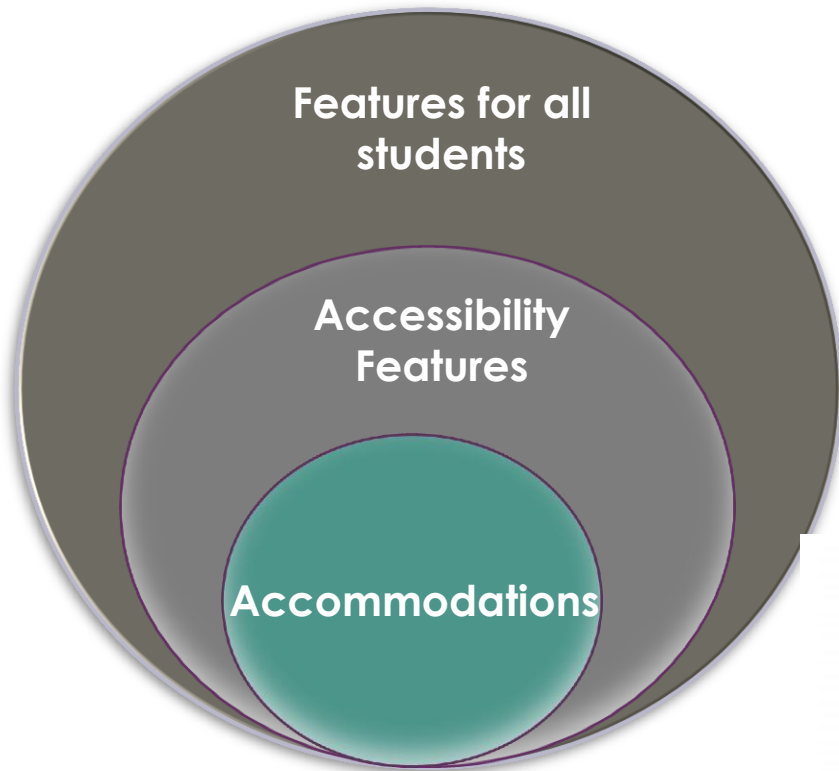
- List of Accessibility Features
  - Answer masking
  - Alternate color contrast
  - Test-to-speech for mathematics
  - Human reader or signer for mathematics

# Accessibility Features

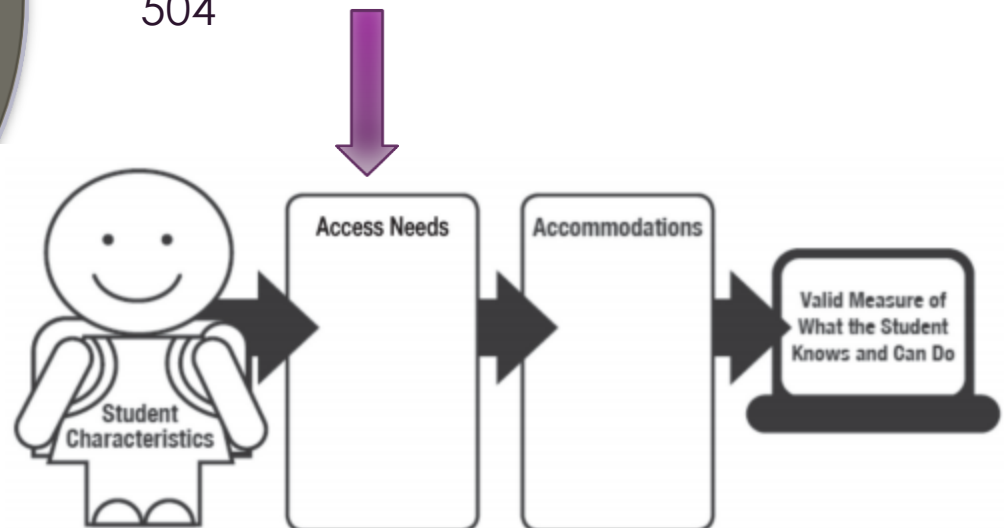


- School teams also can determine any student can receive one or more of these test administration considerations
  - Small group testing
  - Frequent breaks
  - Time of day
  - Separate or alternate location
  - Specified area or seating
  - Adaptive and specialized equipment or furniture

# Accommodations

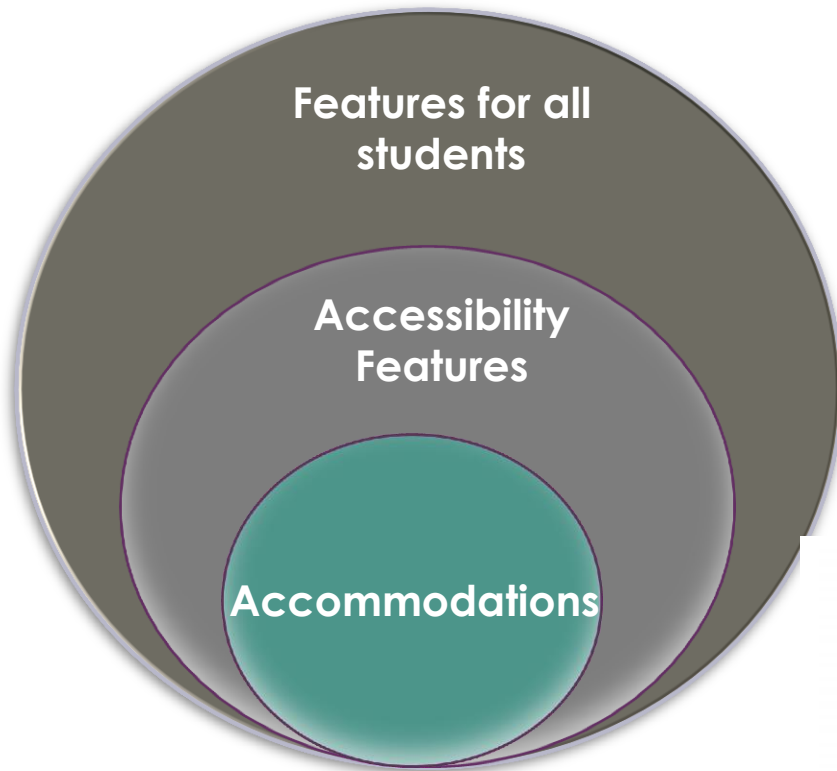


- Accommodations
  - for all students with disabilities, English language learners, and English language learners with disabilities
  - Access needs determined by observations and previous testing
  - Described and documented in IEP or 504

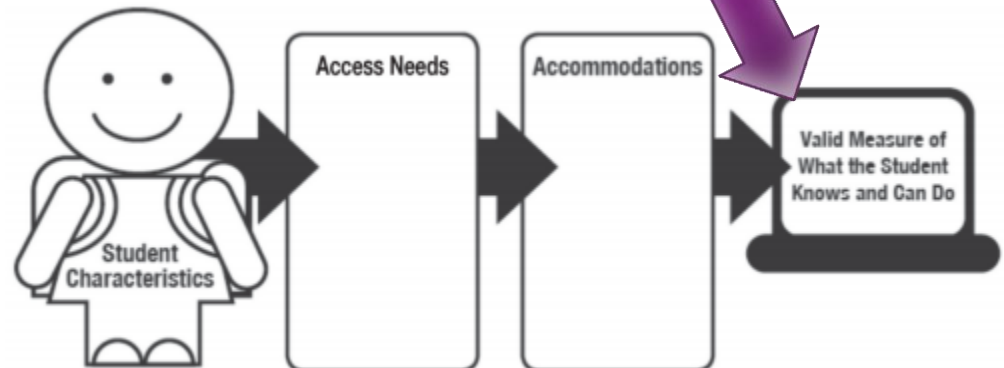




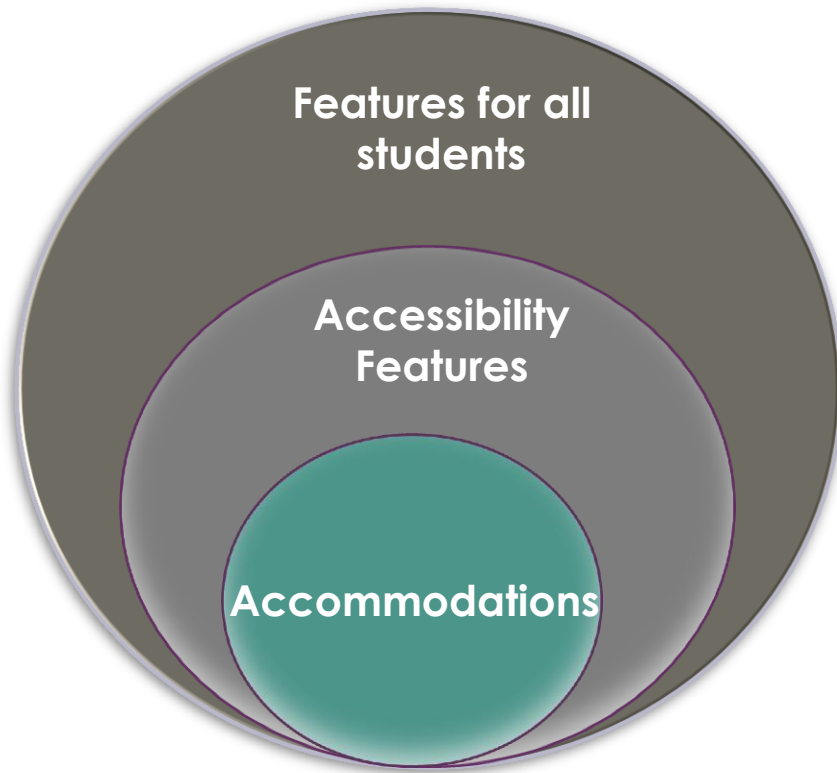
# Accommodations



- Accommodations should...
  - Provide equitable access during instruction and assessments
  - Mitigate effects of student's disability
  - Not reduce learning or performance expectations
  - Not change construct being assessed
  - Not compromise integrity or validity of assessment

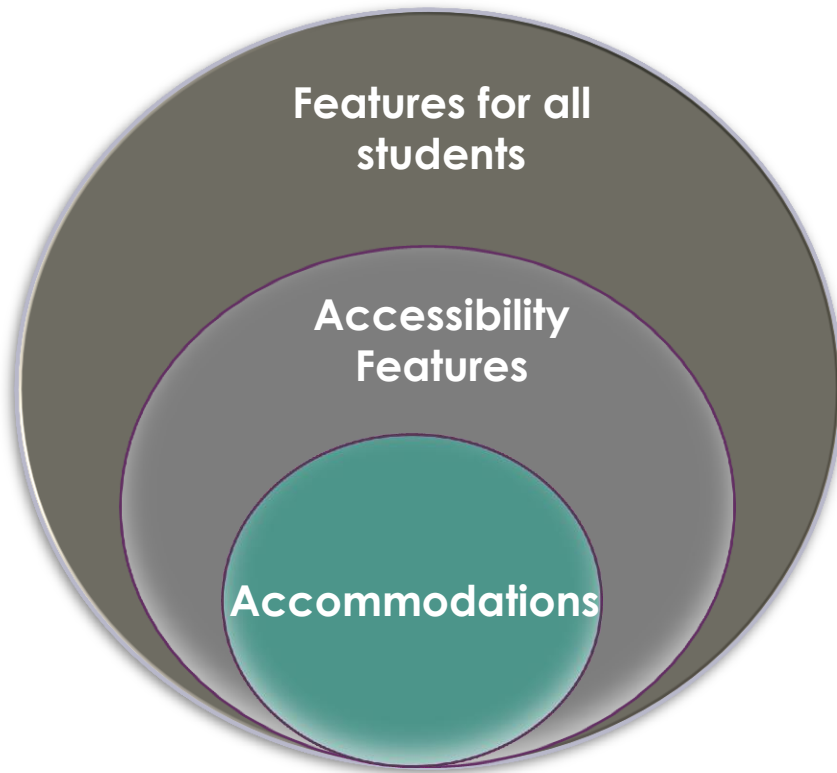


# Accommodations



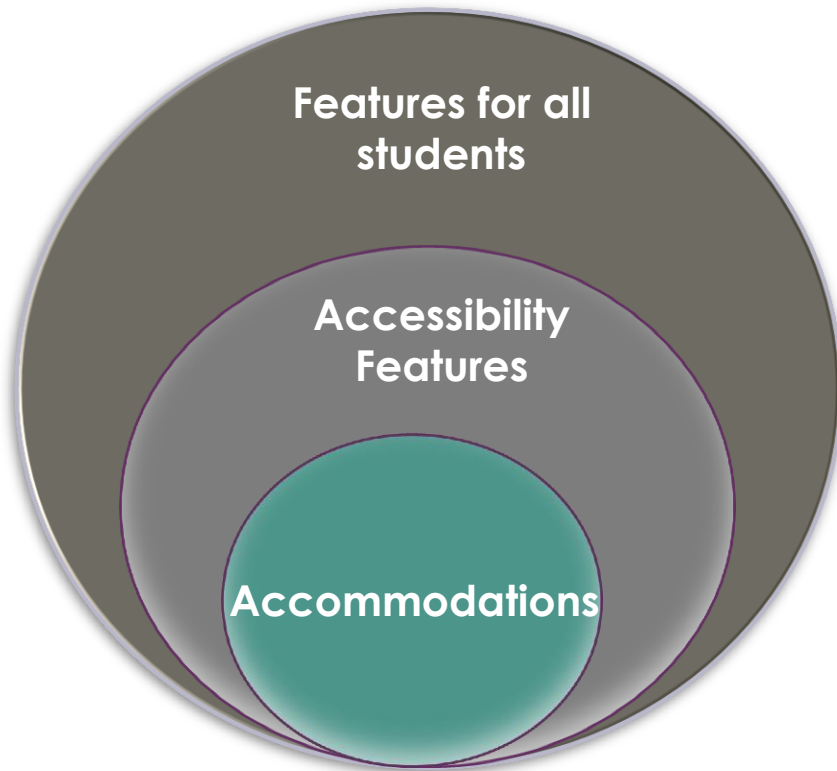
- **Presentation** Accommodations
  - Assistive Technology
  - Braille & Screen Reader Display
  - Hard Copy Braille
  - Large Print Edition
  - Paper-based Edition
  - Closed-Captioning for video
  - ASL Video
  - Human Reader/ Signer
  - Student Reads Assessment Aloud

# Accommodations



- **Response** Accommodations
  - Assistive Technology
  - Braille note-taker & writer
  - Calculator on all math sections
  - Speech-to-text
  - Human Scribe
  - Word prediction device

# Accommodations



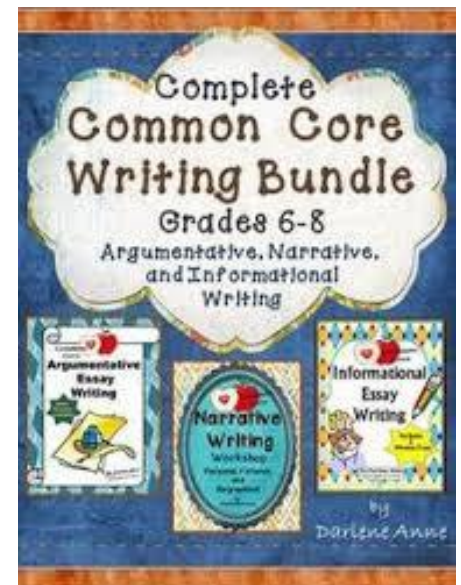
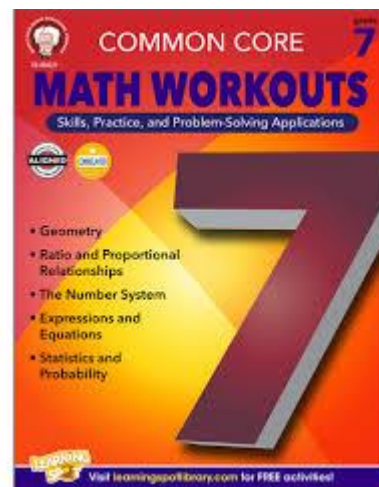
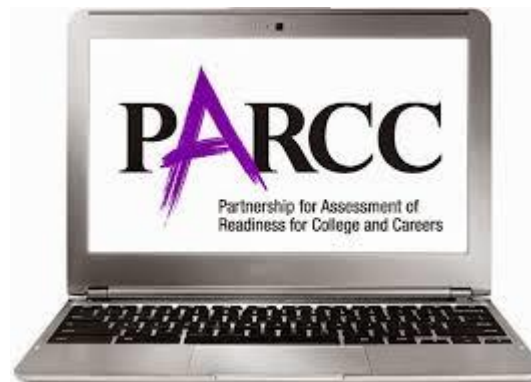
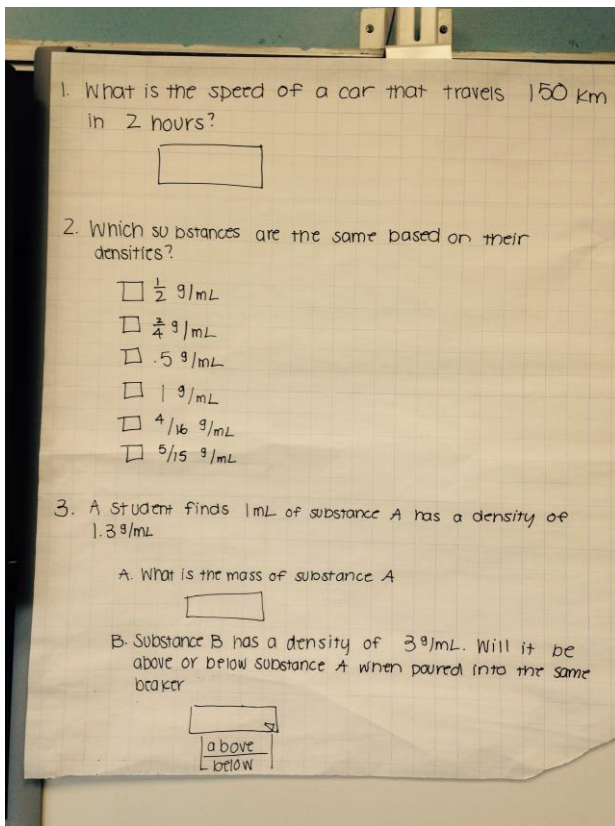
- **Timing & Scheduling** Accommodations
  - Extended time, one day/ test
- **English Language Learners** Accommodations
  - Extended time
  - Word-to-word dictionary
  - Directions in native language
  - Speech-to-text
  - Online translation
- **Unique** Accommodations (form)

# Preparing Students for the PARCC

- How are teachers preparing your students?
  - Professional Development to learn about PARCC
  - Learning about accommodations and simulating on computers
  - Increasing test stamina and computer skills
  - Using PARCC-like questions daily in class
  - Advocating for students access needs



# Preparing Students for the PARCC



# Preparing Students for the PARCC

- How can parents help prepare students for the PARCC?
  - Key members of the IEP team/ Share students strengths and weaknesses
  - Keep open communication with teachers about Common Core State Standards
  - Become familiar with accessibility features to help identify features your child may need
  - Talk to your child and reflect on accommodations he/she already uses
  - Ensure child is willing to use accommodation & keep open communication with school
  - Work with your child on the computer
    - Read articles, use PDF tools, ask questions, play online games





**Questions?**