Accommodations

Charter Schools Roundtable
October 26, 2011

Accommodations Training 2011-2012

Wendy Carver
Utah State Office of Education
Special Education Assessment Specialist
wendy.carver@schools.utah.gov
801-538-7639 - work
801-440-7207 - cell

Include all students in assessments

- Assessments without accommodations
- Assessments with accommodations
  - Students with disabilities (SWD)
  - English language learners (ELL)
  - Students on Section 504 plans
- Utah's Alternate Assessment (UAA) for students with significant cognitive disabilities
- The IEP team cannot exempt a student from the state-wide testing requirements.

Assessment Participation and Accommodations Policy

- Designed to be an on-line document
- Will be updated every summer
- Located at:

http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx

All students must be assessed

- The participation of students with disabilities in assessments is required by the following federal laws:
  - No Child Left Behind (NCLB)
  - Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

Tests

- Criterion-Referenced Tests (CRTs)
  - Language Arts – grades 3 – 11
  - Math – grades 3 – 7, pre-algebra, algebra 1, geometry, algebra 2 (core courses)
  - Science – grades 4 – 8, Earth systems, biology, chemistry, physics (core courses)
- Direct Writing Assessment (DWA) 5 & 8

Tests

- Reading Tests
  - Grades 1, 2 & 3
- Utah's Alternate Assessment (UAA)
  - Language Arts – grades 3 – 12
  - Math – grades 3 – 12
  - Science – grades 4 – 12

Reading tests – mid-year

- All students in grades 1, 2 and 3 must take the DIBELS Next Middle of Year (MOY) DIBELS Oral Reading Fluency (DORF) Benchmark Assessments including students who take the UAA.
  - Alternate assessments are available for students who are deaf or who have slow or dysfluent speech.

Reading tests – mid-year

- Exemptions include:
  - Students who are deaf (or for whom assistive technology is not sufficient for participation)
  - Students with disabilities that result in slow or dysfluent speech
  - Students with significant cognitive disabilities as determined by the IEP
- Alternate assessments available

Reading tests

The intent is to determine if **all** students are reading on grade level.

Tests

- Utah's Alternate Assessment (UAA)
  - Language Arts – grades 3 – 12
  - Math – grades 3 – 12
  - Science – grades 4 – 12
  - Students taking UAA are NOT EXEMPT from the Reading Benchmark or the UALPA for ELL
  - Students taking UAA are exempt from CRTs (NWEA) and DWA

Utah's Alternate Assessment

- IEP team should choose Utah's Alternate Assessment (UAA) tasks in beginning of the school year.
- Students can work on tasks all year.
- UAA is assessed during the CRT window in spring.

Accommodations for ELL

- The UALPA should be administered to all ELL students.
- The IEP team may not exempt a student from entire UALPA; IEP team can determine that a partial administration is appropriate.
- Any student can reach "frustration level."
- A student requiring UALPA in braille must be proficient enough in braille to make it a reasonable assessment.

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English language learners

- Accommodations are available for:
  - Entering (1)
  - Beginning (2)
  - Developing (3)
  - Expanding (4)
  - Bridging (5)

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Update

- Pilot
  - Northwest Evaluation Association
  - ACT (Plan and Explore)

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Grade level content

- Remember that access to grade level content is the goal for all students
- All students should receive grade level instruction
- Instruction for students with **significant cognitive disabilities**: http://www.schools.utah.gov/sars/DOCS/resources/extcorestd.aspx

Required assessments

- **All students must be assessed on either the CRTs or UAA, even students taking courses that begin with a course code number of 23.**
- **All students must take Algebra 1 CRT by the end of 10th grade or the UAA .**

Math courses

- Due to the requirement that all students must take the Algebra 1 assessment in 10th grade (except UAA and those who have taken it previously), you may want to rethink math curriculum so students are prepared.

Out-of-level assessments

- Testing down is out-of-level testing
- An 8th grader given the 7th grade math test is out-of-level
- Out-of-level tests have a proficiency of 1 (non-proficient)

What are accommodations?

- Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations
- All accommodations must be necessary during the school year to be used on assessments

Accommodations

- Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance.

Accommodations

- The most appropriate approach to accommodations is to focus on a student's identified needs within the general education curriculum.
- Each student's accommodations are individualized to that student.

Accommodations

- Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work

What are modifications?

- Definition: Modifications are changing, lowering, or reducing learning or assessment expectations
- May result in implications that could adversely affect a student throughout that individual's educational career

Modifications

- Requiring a student to learn less material – instruction modification
- Telling a student what a word means – assessment modification
- Modified tests have a proficiency of 1 (non-proficient)

Documenting accommodations

- Accommodations **must** be documented in the IEP
  - Instructional accommodations
  - Assessment accommodations
  - Even if accommodations are documented, they must be used routinely to be used for assessment

Considerations

- Students must have ample time to practice accommodations prior to assessment or their **testing scores may be lowered** due to new accommodations
- Students need to be willing to use accommodations
- Involvement of students in the selection and use of accommodations may be helpful

Coordinating logistics

- Map out logistics of providing accommodations
  - Who will arrange, coordinate, and provide assessment accommodations
- Know that no bells, etc. will interfere with an extended time accommodation

Appropriate accommodations

- Many students in Utah and nationally may be over accommodated or inappropriately accommodated
- Over accommodation encourages dependence upon others
- Our goal is for students to be independent when they leave the public schools.
- Independence may not occur due to over accommodation

Accommodations for directions

- State-wide assessment general instructions may be clarified, paraphrased and/or re-read for all students.

Read aloud accommodation

- All passages, questions and answer options may be read aloud to Students with Disabilities (SWD), English Language Learners (ELL) and Students on Section 504 plans except the answer options for spelling items which must be spelled letter by letter.

Assessment - screen reader

- The screen reader should be used to provide the read aloud on all CRTs. If a student is unable to interact with the screen reader, appropriate documentation must be included in the IEP, ELL plan or 504 plan.

Assessment - screen reader

- Students using the screen reader with headsets may be assessed with their peers. They may no longer need to be assessed individually or in a small group.
- Screen reader will continue to be available on medium and fast speed.

Instruction - screen reader

- Many students in LEAs using of commercial electronic read aloud features such as Texthelp, Kurzweil, WYNN and Don Johnston to read digital information or electronic books found the screen reader easy to use.

Instruction - screen reader

- It is an LEA responsibility to provide instructional read aloud in all subjects necessary including all books, documents, and the web if the team determines that is what the student needs.

Magnification devices

- Magnification is available via the computer-based testing system.
- LEAs wishing to use a different product must work directly with USOE to determine whether product is compatible with CBT system.

Braille and large print

- Student responses for braille and large print must be submitted via the CBT system if the school is administering that assessment via computer.
- Reading Grades 1-3 Benchmark:
  - All print versions of this assessment are produced by each LEA.
  - Braille versions of this assessment are provided by the USOE.

Large print

- If possible use computer-based assessment
- May need to move student closer to screen
- May need larger monitor
- Paper-based large print will be available

Braille

- Braille assessments are only available in paper-based format
- Students can input their responses via the computer or on paper answer documents
- Braille assessments include tactile graphics

Other presentation accommodations

- Audio amplification devices
- Visual cues – hearing impaired
- Bilingual word lists – not for assessments
- Translated formulas/math reference sheets
- Talking materials

Word processor

- No longer applies to assessments
- Direct writing assessment (grades 5 & 8) is computer based for all students

Calculation devices

- Students with disabilities or on 504 plans with this accommodation may use a calculator on the elementary math non-calculator sections but they must bring the calculator with them. Any student may bring a calculator with them to the calculator allowed test sections.

Scribe

- To qualify for this accommodation on the DWA, the student must need a scribe routinely throughout the school year for instruction and assessment.
- All responses to the DWA must be submitted via the computerized DWA system.

Other response accommodations

- Visual organizers
- Graphic organizers
- Speech to text is not available on CRTs
- Brailler
- Recording devices

Reduce distraction to student/ others

- Reduce distraction to student may not be necessary for assessment due to use of screen reader accommodation with headphones.
  - Small group
  - Individual
  - In another room in the school

Physical access

- Table for students who need large print or braille
- Paper based assessment

Extended time

- **Utah assessments are not timed**
- Common extended time is one and one half time or 90 minutes for 60 minute test
- Double time or 120 minutes for 60 minute test for scribe
- Unlimited time is not appropriate or feasible

Multiple breaks

- Student takes multiple breaks
- It is recommended that the CRT **subtest** sessions be completed the same day they are started

Schedule changes

- Assess students at the best time of day for student
  - Medications
  - Reduce fatigue
- It is recommended that the CRT **subtest** sessions be completed the same day they are started

No accommodation

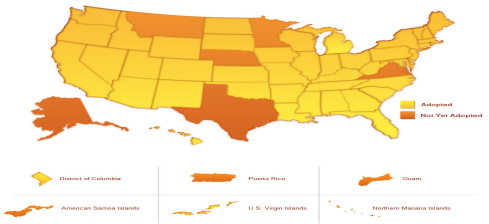
- Example: If a student breaks his or her writing hand just prior to an assessment, there is no need for a Section 504 plan
- Just provide what student needs to be assessed

Future of assessment in Utah

Utah Common Core State Standards

- In August of 2011 the Utah State Board of Education adopted the Utah Common Core State Standards for language arts and math
- http://www.corestandards.org/the-standards

Common core states



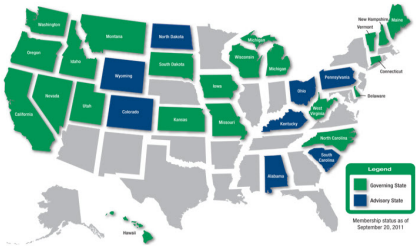
Math Common Core State Standards

- 7th grade – 7th Grade Mathematics
- 8th grade – 8th Grade Mathematics
- 9th grade – Secondary Mathematics I
- 10th grade – Secondary Mathematics II
- 11th grade – Secondary Mathematics III
- Supplementary Secondary Math (7-12)

SMARTER Balanced Assessment Consortium

- Will replace the CRTs (NWEA)
- To ensure that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching

SMARTER Balanced states



Assessment System

Summative

Computer adaptive assessment system/summative
- –Grades 3–8 and 11
- –Optional – administer twice each year
- –Performance events

Interim/Benchmark

Computer adaptive interim/benchmark
- –Learning progressions
- –Administered throughout the year

Formative
- –Tools & Professional Development for Teachers

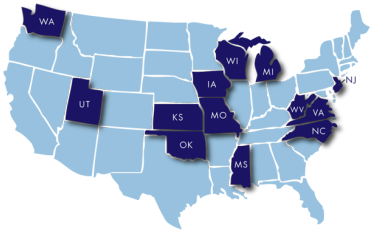
SMARTER Balanced

- 2013-2014 –Possible Pilot
- 2014-2015 – Operational

Dynamic Learning Maps (DLM) Alternate Assessment

- Will replace the UAA
- Essential Elements
- Assessment
  - Summative
  - During year to inform instruction

DLM states



DLM

Grant for English Language Arts & Math:

- Thirteen states
- Based on the Common Core Standards
- Learning maps & extended core standards
- Computer adaptive test
- Show growth
- Professional development

DLM

- Pilot item testing 2012-2014
- Pilot test 2014-15
- Operational test 2015-16

Future

- No one knows for sure!
- What about the possibility of tests using refreshable braille, braillers and portable tactile graphic printers?
- What about the possibility of embedded avatars or videos of humans signing items?
- How will a human read aloud a computer adaptive assessment?

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