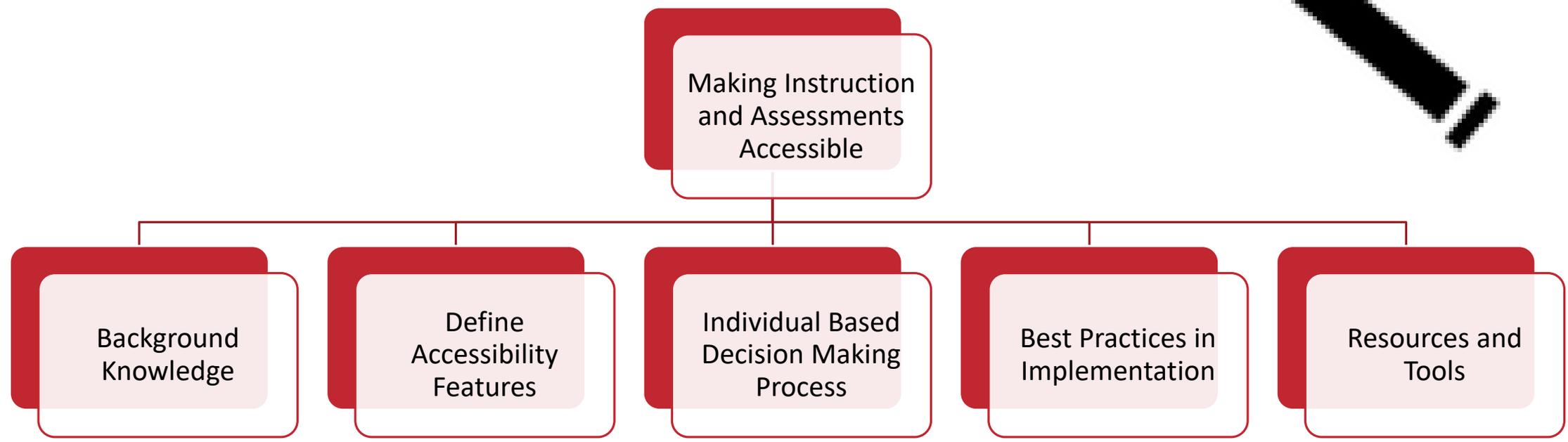


MAKING STATEWIDE ASSESSMENTS ACCESSIBLE



OBJECTIVES:

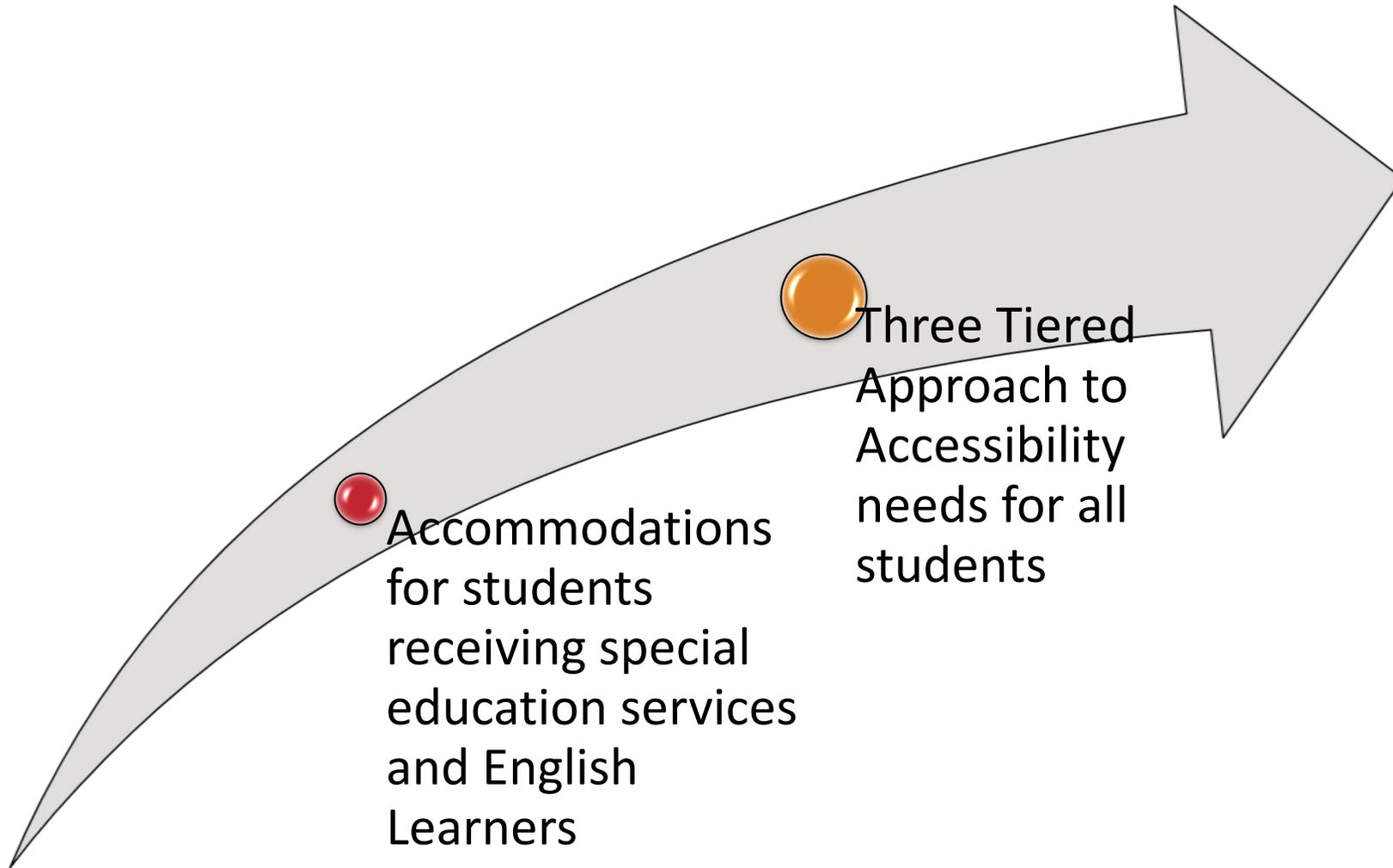




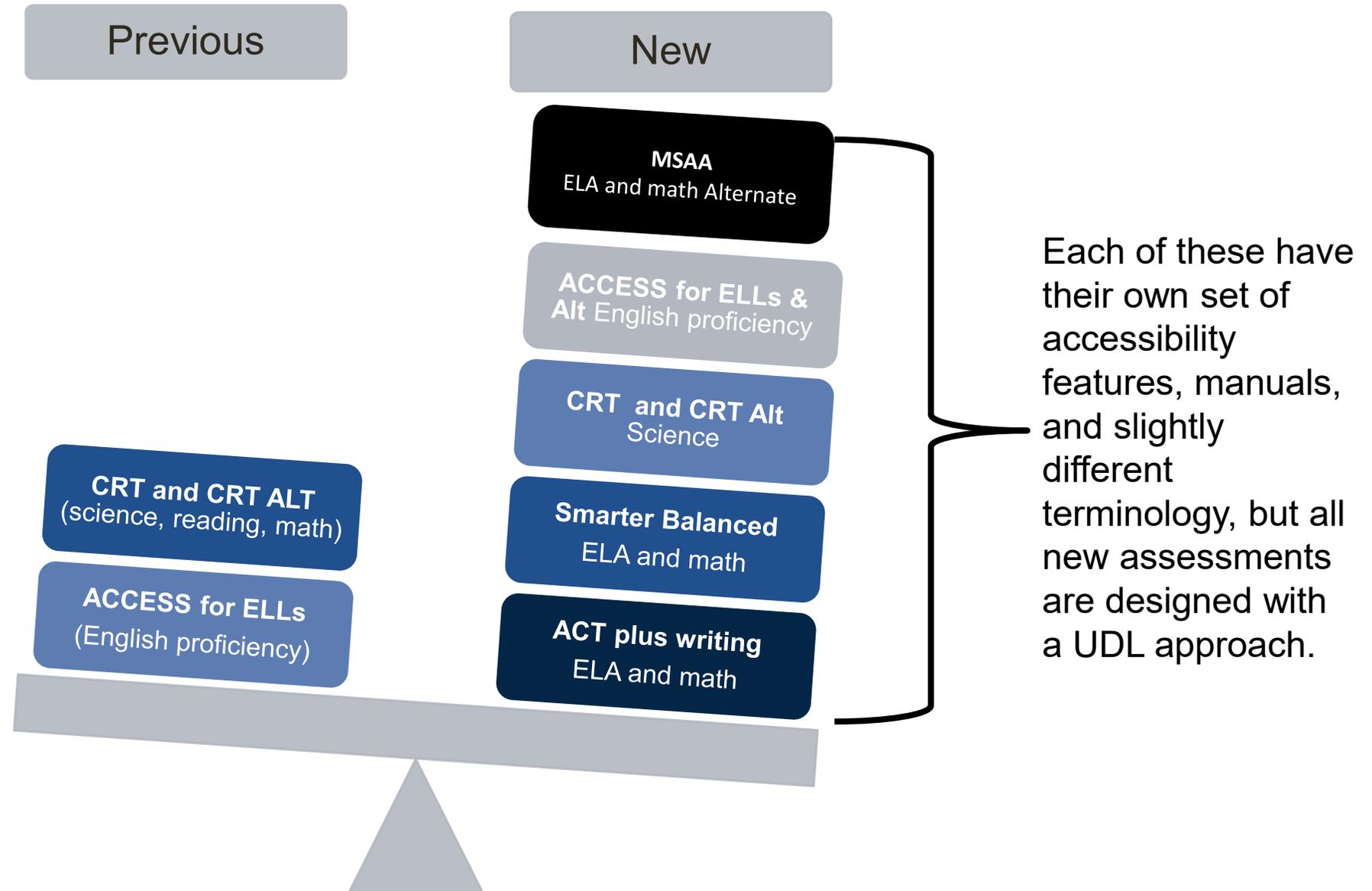


BACKGROUND

Shifts in thinking about accessibility:



MONTANA'S STATEWIDE ASSESSMENT CHANGES



SOME DEFINITIONS:

Students with Disabilities:

- Students who are eligible to receive services through IDEA or Section 504

English Learners (ELs):

- Students whose
 - native language is a language other than English
 - **or**
 - who is an American Indian, Alaska Native, or native of the outlying areas
 - and a language other than English has had an impact on the student's level of English language proficiency

English Learners with Disabilities:

- ELs **and** eligible to receive services through IDEA or Section 504

General Education Students

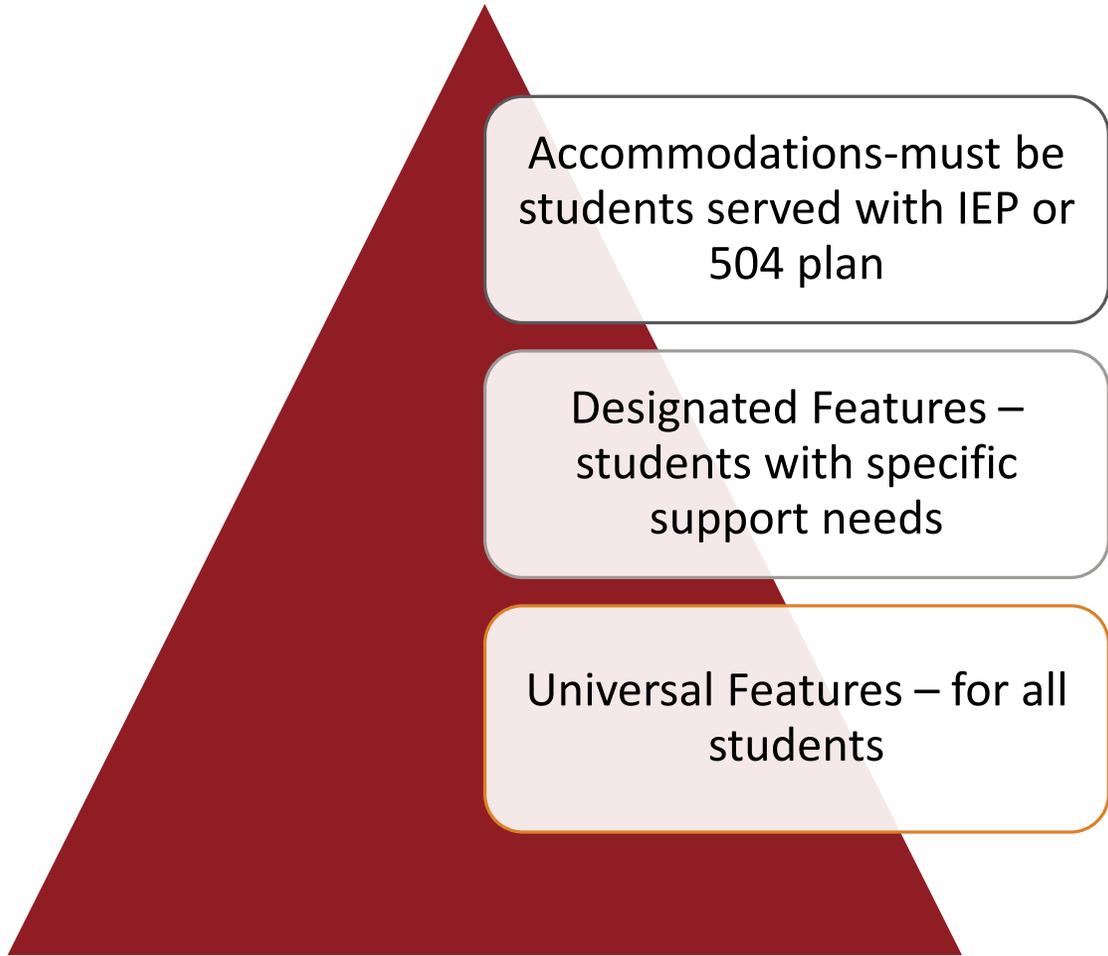
- Students who do not have an identification as a student with a disability or as an English learner.

THREE TIERED APPROACH TO ACCESSIBILITY





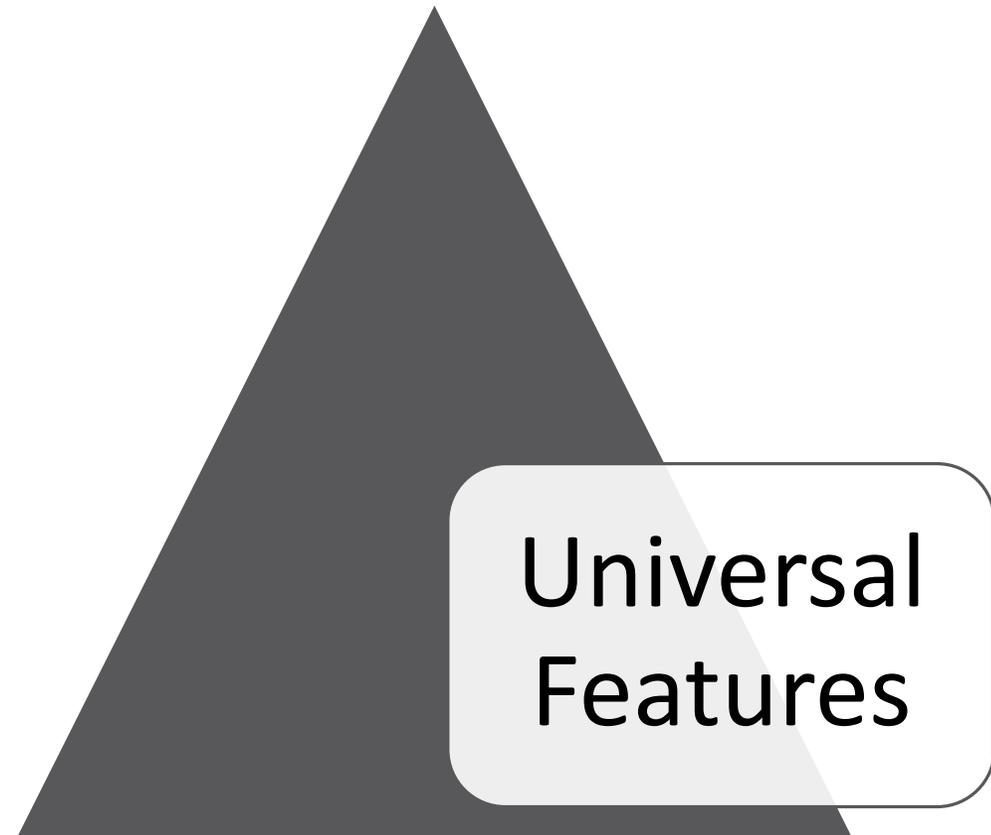
ACCESSIBILITY SUPPORTS:





UNIVERSAL FEATURES (TOOLS)

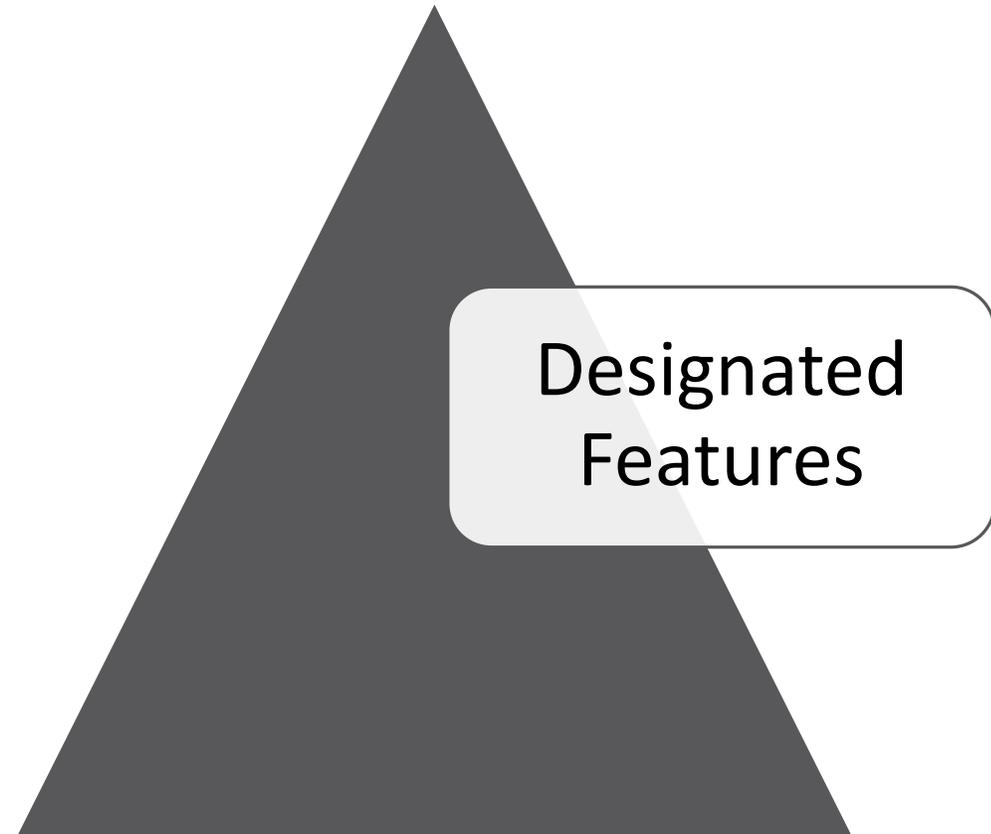
- ✓ Available to all students
- ✓ For instruction or assessment
- ✓ Can be embedded (digitally provided)
- ✓ Can be non-embedded (non-digital, human, locally provided)
- ✓ May need to be 'turned off' for some students





DESIGNATED FEATURES

- ✓ For any student with specific support needs (ELs, struggling readers)
- ✓ Determined by an educator or team of educators
- ✓ Team must be familiar with the student
- ✓ Parents/Guardians may be included
- ✓ Assigned via a **consistent process**
- ✓ Considering student characteristics and needs
- ✓ Assessment supports reflect instructional supports
- ✓ Student input is recommended
- ✓ IEP or 504 teams determine supports for student receiving services in those areas





ACCOMMODATIONS

Changes in procedures or materials

Ensure equitable access

For student receiving services under IDEA or the rehabilitation act (504)

Need must be documented in IEP or 504 plan

IEP teams, educators for 504 plans make accommodations decisions

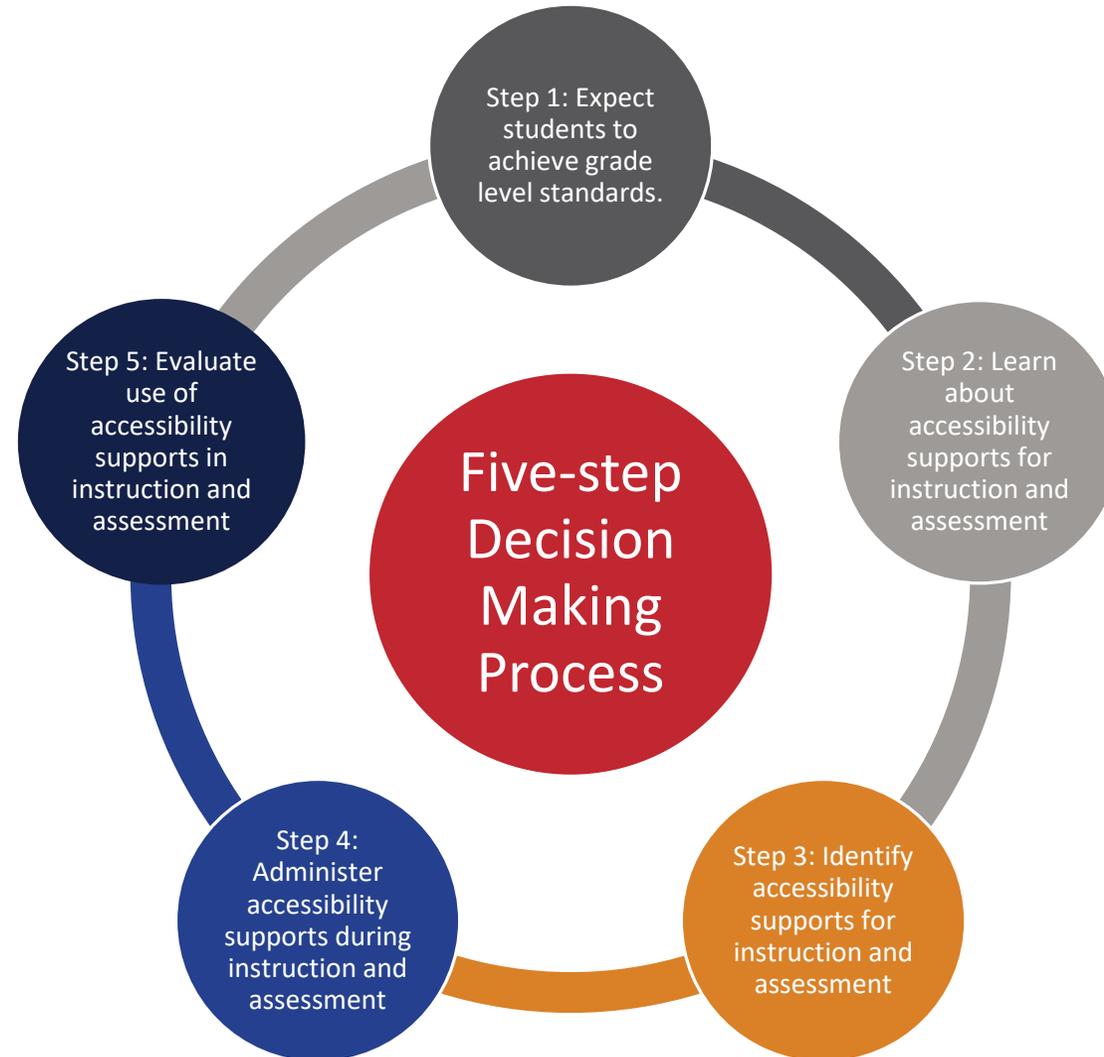
Must provide evidence of the of the need for accommodation from the IEP/504 plan



5 STEP DECISION MAKING PROCESS



DECISION MAKING PROCESS FOR ADMINISTERING ACCESSIBILITY SUPPORTS



Sylvan, V., Thurlow, M., Christensen L., Lazarus, S., Paul, J., and Thouchette, B. (2016) *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO.

Step 1: Expect students to achieve grade level standards

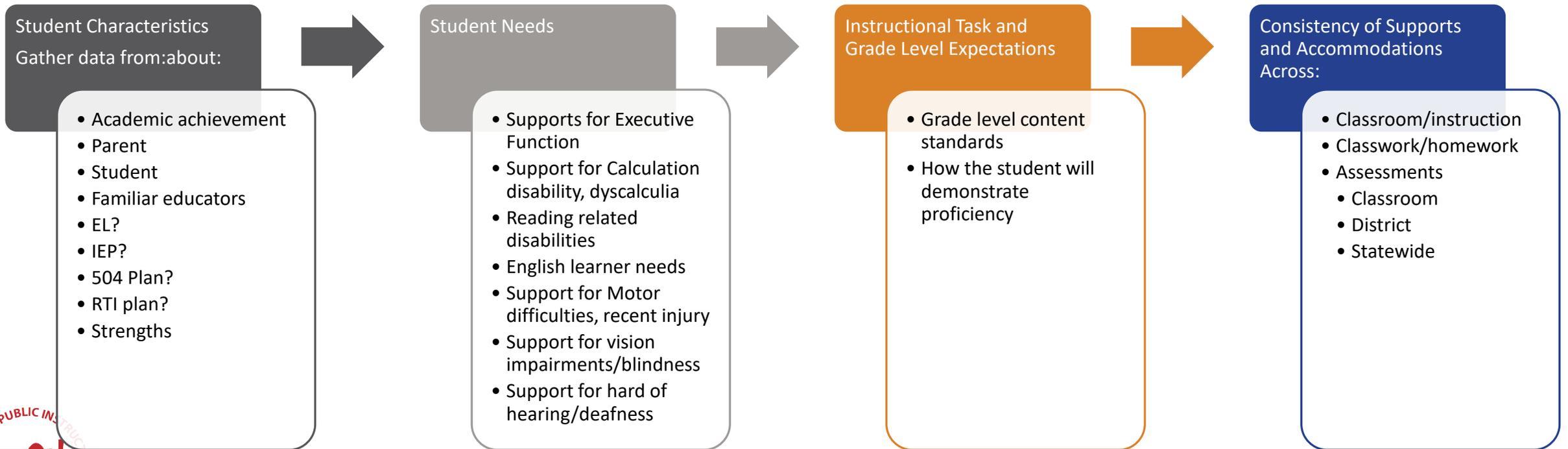
- ✓ Education is a basic right for ALL Children
- ✓ Teachers ensure that ALL students work toward **grade level standards**
- ✓ Teachers ensure that ALL students participate in statewide assessments regardless of difficulties
- ✓ Teachers use a range of instructional strategies, differentiation, and accessibility supports to make instruction and assessments accessible
- ✓ Educators are responsible of developing, implementing, and improving accessibility practices for students.
- ✓ Types of Educators who are involved (Hint: ALL! Not just special education)
- ✓ To accomplish the goal,
 - ✓ All educators are familiar with standards and accountability systems
 - ✓ Every educator knows where to locate standards
 - ✓ All general special and language educators and other ed. stakeholders collaborate for successful student access.



STEP 2: LEARN ABOUT ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENT

- ✓ Accessibility supports and accommodations provided to the student do not reduce expectations for learning.
- ✓ The accessibility supports and accommodations provided to student on statewide assessments are a provided during instruction, classroom assessments, and district assessments
- ✓ When determining accessibility supports and accommodations it is important to remember that different assessments have different constructs
- ✓ Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations.
- ✓ Educators involved in selecting supports and accommodations for instruction and assessments familiarize themselves with accessibility policies and manuals for each assessment.

STEP 3: IDENTIFY ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENT



STUDENT NEEDS ARE:



Support for executive functioning, attention, cognition control, processing



Support for persistent calculation disability, dyscalculia



Support for reading related disabilities, print disabilities, struggling readers



Support for students needing access in language(s) of translation



Support for significant motor difficulties and recent injury



Support for vision impairments/blindness



Support for hard of hearing/deafness



DOCUMENTATION IN A STUDENT ACCESSIBILITY PROFILE OR PLAN

ISAAP

IEP/504
Plan

EL Plan

SUPPLEMENTAL AIDS AND SERVICES

Summary Team Members Documents Contact Log

 Save  Save & Continue  Print

Plan Outline mtlEP18Rev2

- Individualized Education Plan
- Student Information
- Guardian Information
- Strengths/Concerns/Interests
- Consideration of Special Factors
- PLAAFPs/MAGs
- Progress Report Frequency
- Special Education Services
- Related Services
- State Reported Data (6-21)
- Least Restrictive Environment
- Supp. Aids and Services**
- Statewide Assessments
- Districtwide Assessments
- Extended School Year
- Need for Reevaluation
- Access. and Responsibilities
- Meeting Participants
- IEP Approval
- Prior Written Notice
- IEP Notes

Supplementary Aids and Services

List the specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. List the regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/ modifications are needed. ☐

Not needed

STATEWIDE ASSESSMENTS ON THE IEP

Summary Team Members Documents Contact Log

Save Save & Continue Delete Print New Assessment

Plan Outline mtIEP18Rev2
Individualized Education Plan
Student Information
Guardian Information
Strengths/Concerns/Interests
Consideration of Special Factors
PLAAFPs/MAGs
Progress Report Frequency
Special Education Services
Related Services
State Reported Data (6-21)
Least Restrictive Environment
Supp. Aids and Services
Statewide Assessments
Districtwide Assessments
Extended School Year
Need for Reevaluation
Access and Responsibilities
Meeting Participants
IEP Approval
Prior Written Notice
IEP Notes

Statewide Assessments

The student will participate in the Statewide assessments in the following manner:
(Check one box for each test.)

N/A
Without Accommodations
With Accommodations
Alternate Assessment

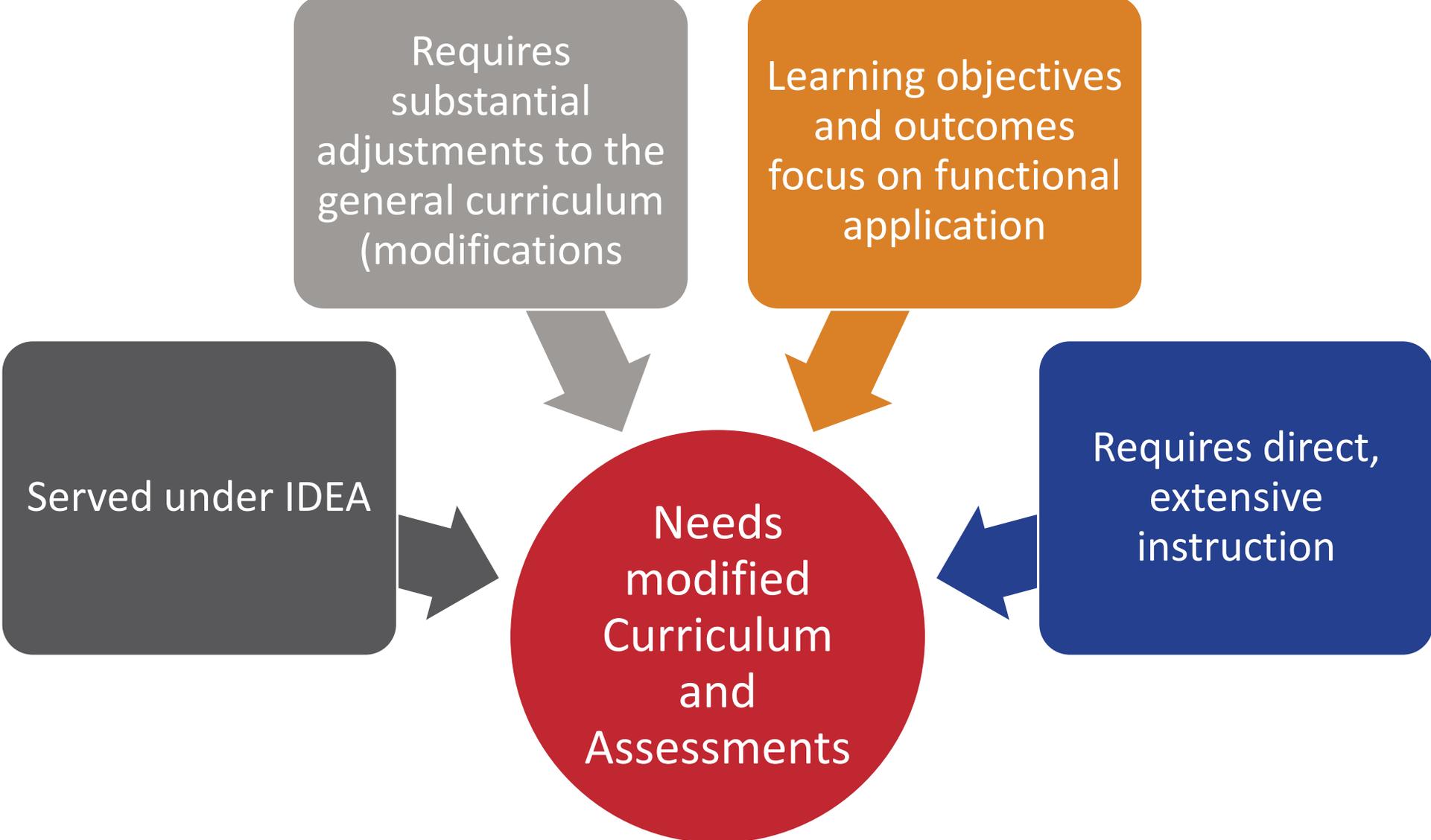
Test Name:

Accommodations:

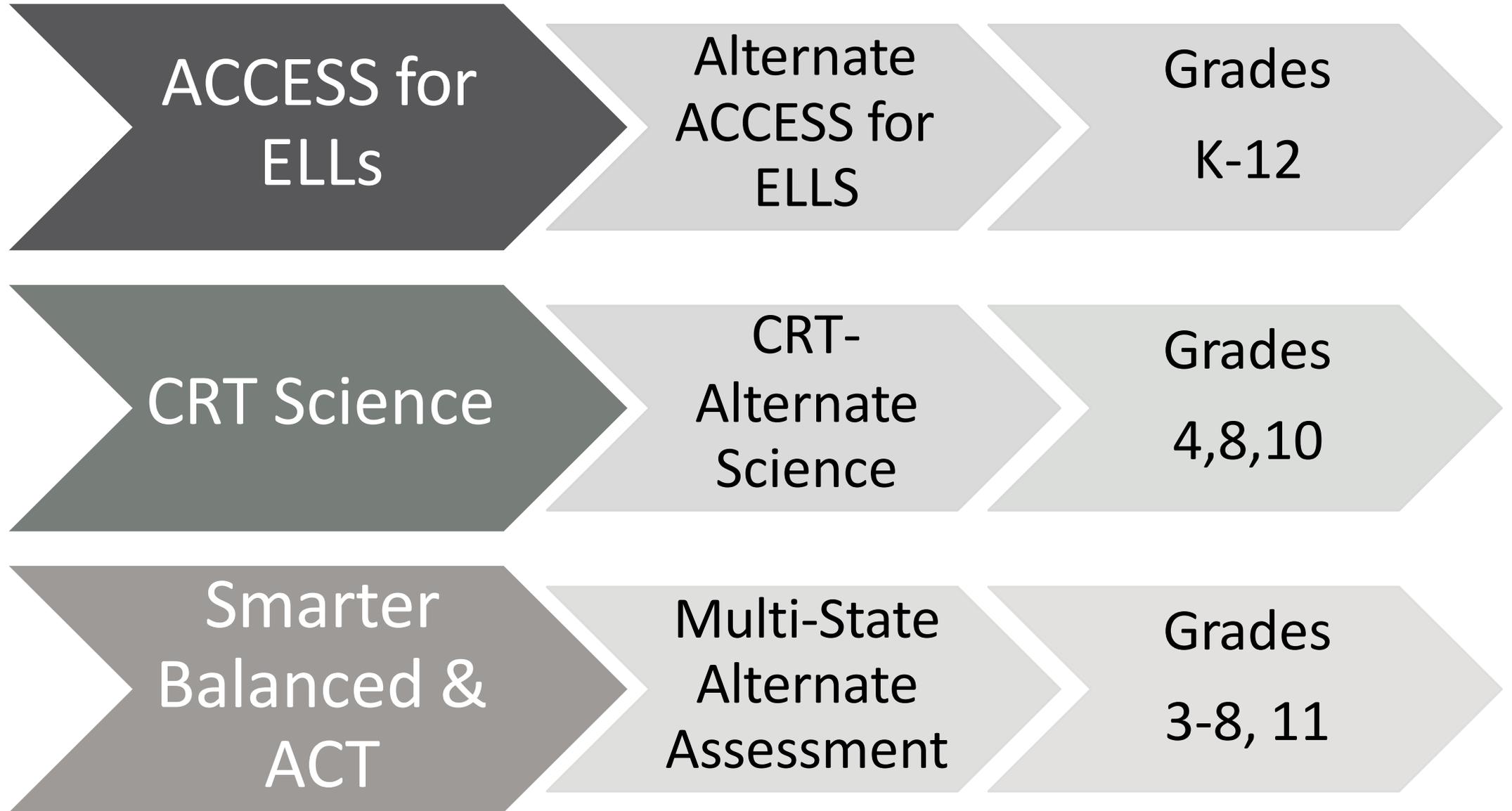
For any student who participates in an alternate assessment describe why the student cannot participate in the regular assessment.

Describe why the particular alternate assessment selected is appropriate for the student.

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES



ALTERNATE ASSESSMENTS



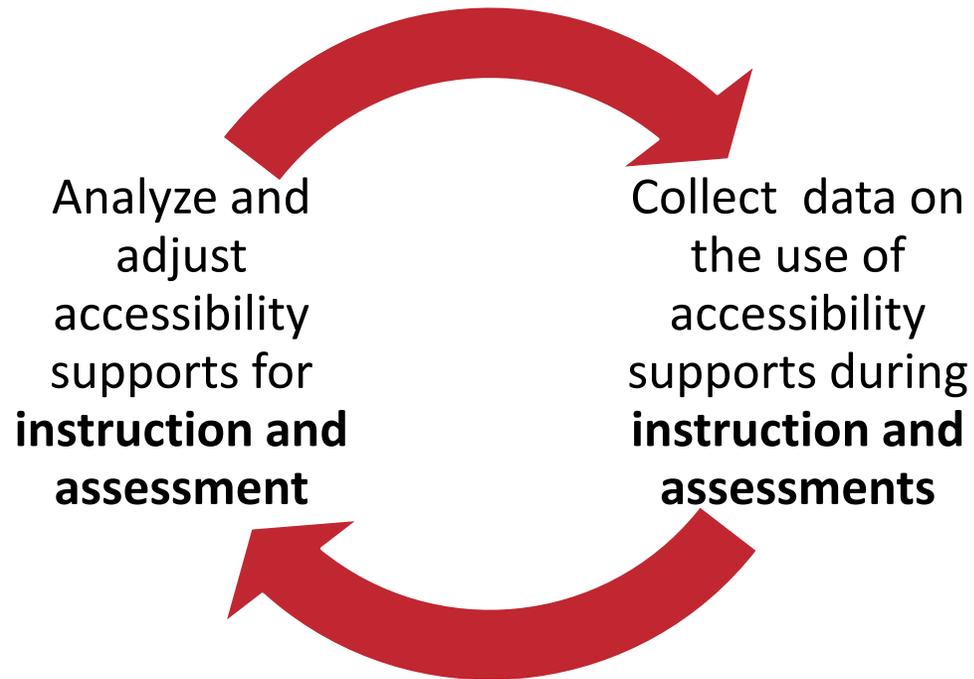
STEP 4:STEP 4: ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT

Identified Supports and Accommodation are communicated to educators for implementation

Supports and Accommodations are provided during instruction

Assessment Coordinators and Educators communicate and coordinate so that supports and accommodations are provided

STEP 5: EVALUATE USE OF ACCESSIBILITY SUPPORTS IN INSTRUCTION AND ASSESSMENT



What are the results of classroom assignments and assessments with and without supports?

What is the student's perception about the support? Helpful? Not Helpful?

What combinations of supports seem to be effective

What are some difficulties experienced in the use of supports

What are the perceptions of the student's educator about how the support is working?

Have the student's characteristics changed over time to warrant a change in the accessibility plan?

PUTTING IT ALL TOGETHER: MONTANA'S SPECIFICS



SMARTER BALANCED



Putting Montana Students First **A+**

SMARTER BALANCED

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Spell Check, Strikethrough, Thesaurus, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Mouse Pointer, Streamline, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Amplification, Bilingual Dictionary, Color Contrast, Color Overlays, Magnification, Medical Device, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Braille Transcript, Closed Captioning, Text-to-speech

Non-embedded

100s number table, Abacus, Alternate Response Options, Braille, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

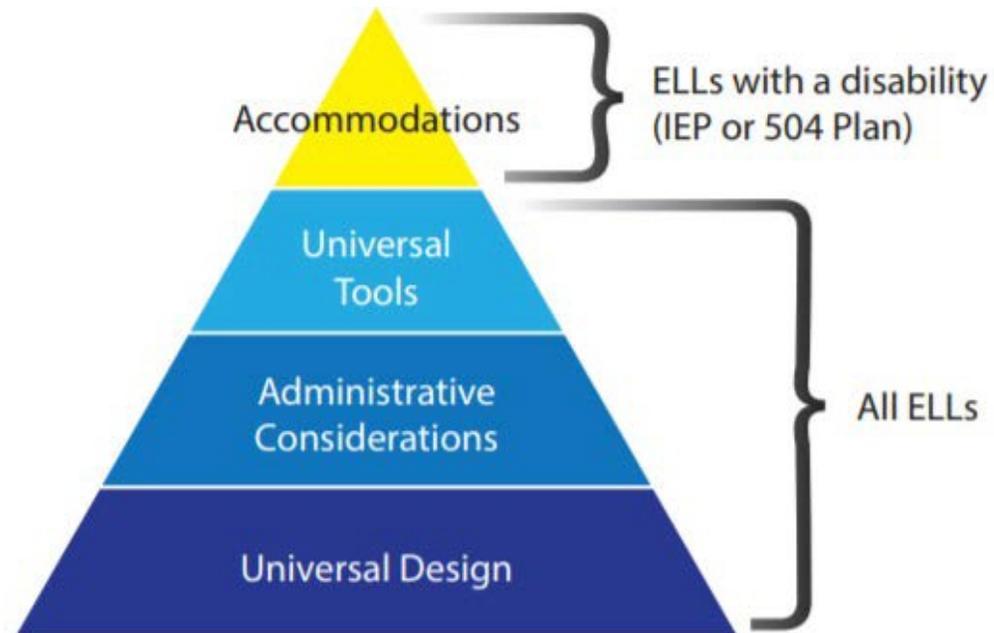
Accessibility Philosophy and Key Points

- UT-available to all
- DS-available based on need by a team of educators (ELs)-many things that were considered accommodations in the past are DS now
- Accommodations-fewer than the CRT.
- Look at the finer details for some designated supports/accommodations
- Embedded and Non Embedded (build into platform vs not)



ACCESS FOR ELLS

ACCESS FOR ELLS



Philosophy

- For all
 - UT-available to all students-embedded or not-not preselected.
 - AC-similar to Designated supports for Smarter, district can provide these to any EL who needs the support
 - Universal Design principals-built into the test design
- IEP or 504 only
 - Accommodations

Special care and considerations for Deaf or hard of hearing and visual impairment and blindness

ACCESS FOR ELLS GRAPHIC

Universal Tools

Embedded

- Color overlay
- Highlighters
- Keyboard navigation
- Line guide
- Low vision aids
- Sticky notes

Non-embedded

- Audio aids
- Color overlay
- Highlighters
- Tracking tool
- Magnification device
- Scratch paper

Administrative Considerations

Non-embedded

- Adaptive and specialized equipment and furniture
- Alternative microphone
- Familiar test administrator
- Breaks
- Individual or small group
- Monitor placement of responses
- Paper booklet for writing domain
- Read aloud to self
- Specific seating
- Short segments
- Verbal praise/tangible reinforcement
- Verbal redirect

Accommodations

Embedded

- Repeat item audio
- Manual control of audio
- Extended speaking time

Non-embedded

- Braille
- Extended testing of domain over multiple days
- Extended speaking test response times
- Extended testing time w/in school day
- Human reader (items)
- Human reader for repeat (items)
- Human reader for repeat (response)
- Interpreter signs test directions (ASL)
- Large print
- Scribe
- Recording device, transcribe by student
- Non-school setting
- Word processor (response)

ACCOMMODATIONS CHECKLISTS

ACCESS for ELLs[®] 2.0 Accommodation Selections - Online

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:		Date:		
Grade:	Recommended test administration (check state policy): Online? Paper?			Team Members:	
School:	District:		Completed by:		
Accommodation	ACCESS for ELLs 2.0 Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual control of item audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)		No			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (RD)					Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.



CRT SCIENCE

CRT SCIENCE

Universal Tools

Administrative Considerations

- Change in admin time
- Session duration
- Individual administration
- Small group
- Reduce distracters
- Alternative setting
- Change in personnel
- Home setting
- Front row seating
- Bilingual dictionary
- Test directions translate/verify
- Large Print

Accommodations

- Magnification
- Equipment to reduce environmental noises
- Template
- Amplification
- Writing tools
- Voice activation
- Dictation
- Assistive technology
- Oral presentation
- Test interpretation
- Braille



ACT

Putting Montana Students First **A+**

ACT

College
Reportable

Non
College
Reportable

College reportable and non-college reportable

Process to request and have accommodations approved by ACT

- Supply documentation from the IEP to ACT

Accommodation focused.

New: EL accommodations-college reportable scores

ACT

EL

Accommodations

- Extended Time
- Word-to-Word Bilingual dictionary
- Test directions in native language
- Testing in a familiar environment/ small group

Accommodations

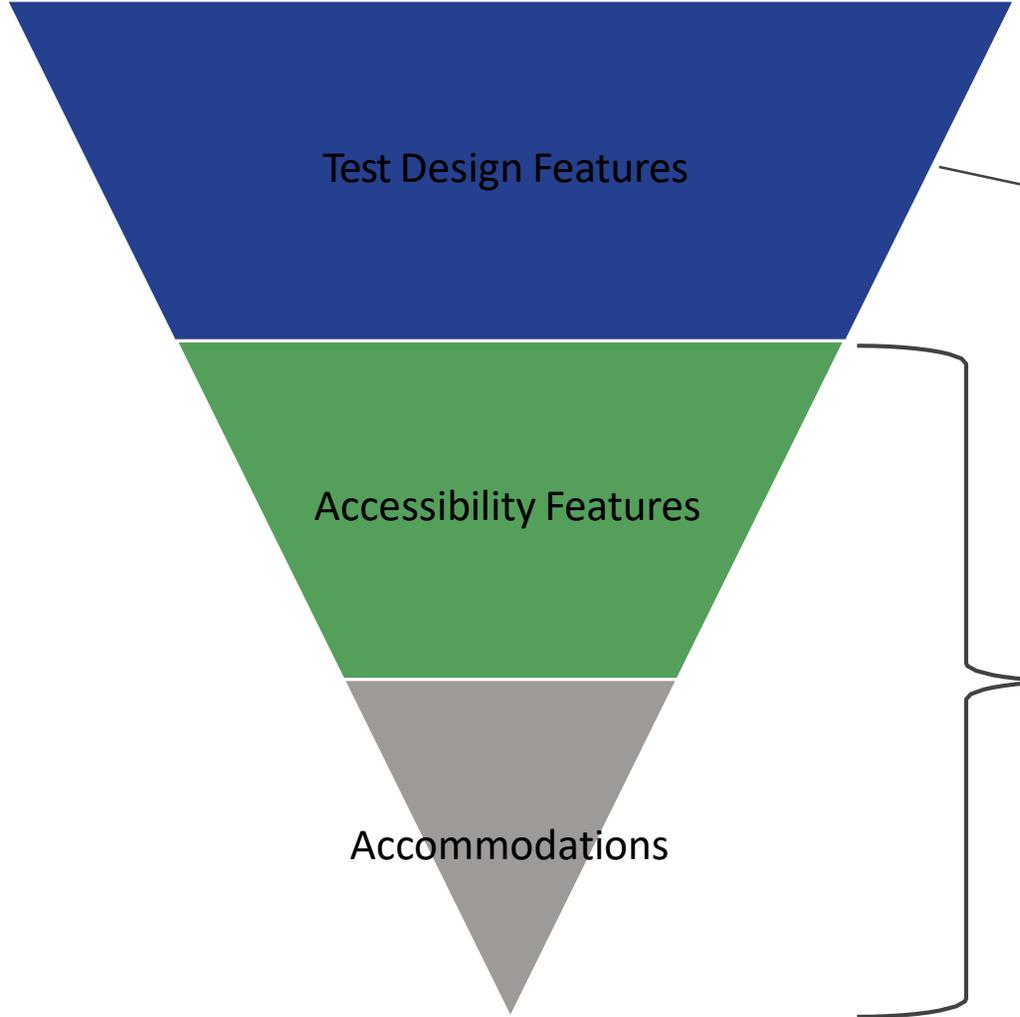
- Extended Time
 - Double/triple/standard time over multiple days
 - Standard time with stop the clock breaks
 - Time and a half, single session, self paced
 - Time and a half, single session, self-paced
 - Time and a half, multiple days
 - Standard time multiple choice, double time writing, single session
- Alternate formats or response modes
 - Braille
 - Large type
 - DVD
 - Reader
 - Scribe or computer for writing test
 - Scribe to grid multiple choice answers
- Local Test Arrangements
 - wheelchair accessible room
 - seating near the front of room
 - irlen filters/color overlays
 - individual or small group testing
 - food, drink, or access to medication, for examinees with medical needs
 - written verbal instructions and visual notification of time
 - sign language interpreter (not a relative, not for test items)
 - examinee circling multiple-choice answers in the test booklet and staff transferring answers to an answer document



MSAA

Putting Montana Students First **A+**

MSAA



Built in features of the test that make it accessible to SwSCDs.

Test design is based on the characteristics of these students, built in modifications and supports are provided to make the assessment more accessibility to students with developmental disabilities.

Set up by educators familiar with student based on individual need.

Accessibility features are available to any student who benefits from the supports (can be turned on or off)

Accommodations, must be documented in the IEP and indicated in the test platform.

MSAA

Test Design Features

- 3 tiers of item complexity
- Stage adaptive design
- One to one administration
- Read aloud and scripted directions by TA
- Graphic supports
- Modeling
- Simplified and prioritized content
- Real life connections
- Decreased item options

Accessibility Features

Embedded

- Answer masking tool
- Line reader tool
- Alternate color theme tool
- Audio player tool
- Alternative text
- Increase volume
- Magnification tool
- Increase/decrease size of text and graphics

Non Embedded

- Read aloud by TA
- Manipulatives for mathematics
- Tactile graphics
- Magnification
- Increase/decrease size of text and graphics-paper based
- Tactile symbols-paper based
- Object replacement

Accommodations

Non Embedded

- Assistive technology
- Paper version
- Scribe
- Sign language



CRT ALTERNATE

CRT-ALT

No specific accommodations that need to be documented in the IEP.

All supports are built into the design of the assessment



MANUALS AND TUTORIALS

Guidelines and Policies

- MontCAS Accessibility Guidelines
- Accommodations Crosswalk
- Alternate Assessment Participation Guidelines

Assessment Accessibility Manuals and Guides:

- ACCESS for ELLs 2.0: [Accessibility and Accommodations Supplement](#)
- CRT Science: [Science CRT Accommodations Guidance Memo](#)
- [Smarter Balanced: Smarter Balanced Usability, Accessibility, and Accommodations Guidelines](#)
- ACT: [ACT Test and Accommodations Guide](#)
- MSAA: [Test Administration Manual](#)