

PARCC Assessment, DLM Testing & Your Child: Understanding Accessibility Features and Accommodations

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ESSA & IDEA

Both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act 2004 (IDEA) require that ALL students participate in statewide assessments.

The purpose is to ensure that academic achievement of the New Jersey standards is measured for ALL students, including students with disabilities.

New Jersey's general education assessments for English Language Arts (ELA) and math is PARCC.

The Dynamic Learning Maps (DLM) is New Jersey's alternate assessment.

THE IEP

N.J.A.C. 6A:14-3.7(e) With the exception of an IEP for a student classified as eligible for speech-language services, the IEP shall include, but not be limited to:

7. A statement of any individual modifications in the administration of Statewide or district-wide assessments of student achievement needed for the student to participate in such assessment.

i. If the IEP team determines that the student shall not participate in a particular general Statewide or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the student according to N.J.A.C. 6A:14-4.10 and a statement of how that student shall be assessed and which assessment methodology is appropriate for the student



FEATURES & ACCOMMODATIONS

- Features and accommodations should be considered and discussed separately for each PARCC content-area assessment
- Students should receive the features and accommodations they need to participate in the assessment
- Features and accommodations are intended to increase a student's access to the assessment but will not compensate for a student's lack of academic/content knowledge



Accommodations for Students with Disabilities IEP & 504 Plans

- The IEP or 504 team is responsible for making all accommodation decisions
- Accommodations must be documented in the IEP or 504 plan prior to the test administration

Providing Access

- Students have opportunities beforehand to try out features and accommodations and learn which are most helpful
- The more input the student has in selecting features and accommodations, the more likely the features and/or accommodations will be used
- Accommodations that provide access to students on assessments are based on their needs and the accommodations they use during instruction, and not their lack of content knowledge

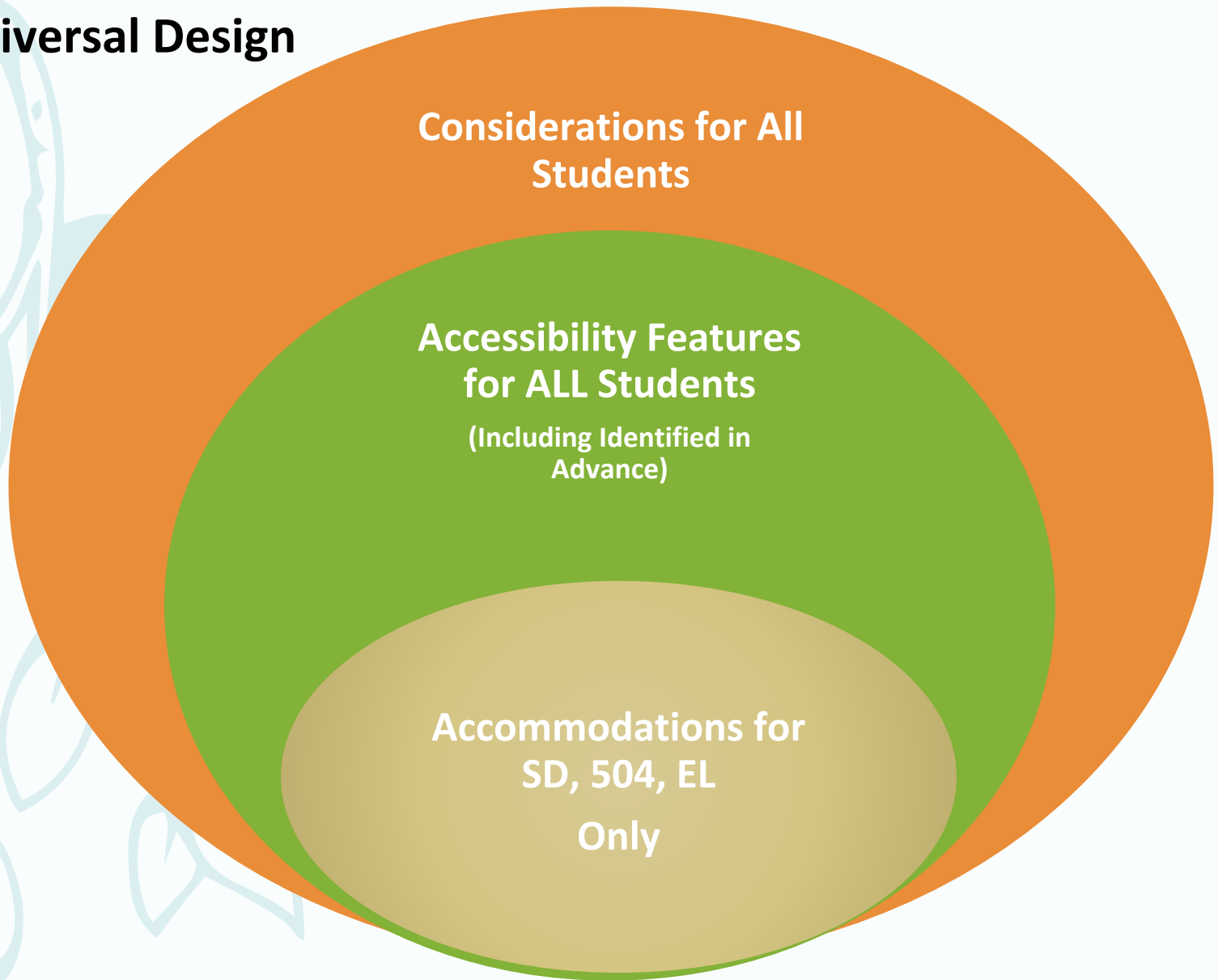
Universal design

PARCC

Universal Design

- Designed and developed to accommodate the widest range of students.
- Provides all students with equal opportunities to show what they have learned.
- Acknowledges differences among individuals and strives to develop a range of methods and materials needed to measure learning.

Universal Design



Considerations for All
Students

Accessibility Features
for ALL Students
(Including Identified in
Advance)

Accommodations for
SD, 504, EL
Only

Who Benefits...

ALL students will have access to SOME features

Special Access Features for others...

- Students with disabilities (with IEP's)
- Students with 504 plans
- ELL students
- ELL students who also have disabilities (and an IEP)

Accommodations

- Testing accommodations must adhere to established principles, such as but not limited to:
 - Enable students to participate more fully in assessments
 - Based upon individual student needs
 - Based on documented need



Different Kind of Accommodations

- For general Use
- For presentation
- For responding
- To modify timing or scheduling
- Unique or emergency accommodations

ACCESS BEFORE...

Assistive Technology Powerpoint.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

Home Tools Assistive Technolog... x Cindy ▾

6 / 44 78.4%

Access in Testing Before...

TCAP Special Accommodations Chart 2013-14

All Special Accommodations must be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.

Test Accommodation	Achievements/AA/IELSA Grades 3-8	End of Course (EOC)/IELSA	Gateway	TCAP Mathematics Constructed Response	Writing
A. Extended Time	Extended time limits determined by IEP team or 504 committee.	Not Applicable-Untimed	Not Applicable-Untimed	Extended time limits determined by IEP team or 504 committee.	Extended time limits determined by IEP team or 504 committee.
B. Read About Internal Test Instructions/Items	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	As indicated per IEP or 504 Plan	As indicated per IEP
C. Prompting Upon Request	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	504 Service Plan-May not be used for ELA content area. IEP-May be used for all content areas, including ELA.	As indicated per IEP or 504 Plan	IEP-May be used for all content areas, including ELA.
D. Interpreter Signs/Cues Test	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas.	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas.	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas.	As indicated on IEP with verified Hearing Impairment/Deafness.	As indicated on IEP with verified Hearing Impairment/Deafness.
E. Manipulatives	IEP or 504 service plan goal in mathematics where manipulatives are consistently used.	IEP or 504 service plan goal in mathematics where manipulatives are consistently used.	IEP or 504 service plan goal in mathematics where manipulatives are consistently used.	IEP or 504 service plan goal in mathematics where manipulatives are consistently used.	Not applicable
F. Assistive Technology	As indicated on IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan
G. Calculator	As indicated on IEP or 504 service plan for use in the content area of Science. <small>*Calculator use in the content area of Science is an allowable accommodation for students with an approved Student Challenge Sheet or inclusion on IEP or 504 plan (per 2013-14 Special Accommodations).</small>	See Allowable Accommodation Chart for appropriate calculator use.	See Allowable Accommodation Chart for appropriate calculator use.	See Test Administration Manual for appropriate calculator use.	Not applicable
H. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write.	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write.
I. Unique Accommodation					

DOE approval required prior to use.
Unique Adaptive Accommodation Request Form must be completed.
IEP or 504 service plan documentation of use of accommodation; not included in Allowable or Special Accommodations.

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Administrative Considerations for ALL Students

Small Group Testing

Time of Day

Separate or Alternate Location

Specified Area or Seating

Adaptive and Specialized Equipment or Furniture

Frequent Breaks

Accessibility Features for ALL Students

Audio Amplification

Blank Paper (provided by TA)

Eliminate Answer Choices

Bookmark/Flag Items for Review

General Administration Directions Clarified (provided by TA)

General Administration Directions Read Aloud & Repeated as Needed (provided by TA)

Highlight Tool

Headphones or Noise Buffers (not plugged in)

Accessibility Features for ALL Students (cont.)

Line Reader

Magnification/Enlargement Device

NotePad

Pop-up Glossary

Redirect Student to the Test (provided by TA)

Spell Check or External Spell Check Device

Human Reader or Human Signer for the Mathematics Assessment (SR/PNP)

Writing Tools

Accommodations for Students with Disabilities

- **Extended Time**
- **Screen Reader Version**
- **ASL Video Version**
- **Refreshable Braille Display w/ Screen Reader Version**
- **Text-to-Speech ELA/L**

- **Hard Copy Braille Version**
- **Large Print Paper Version**
- **Regular Print Paper Version**
- **Tactile Graphics**

- **Human Signer for Test Directions**
- **Student Reads Assessment Aloud to Him/Herself**

Accommodations for Students with Disabilities (continued)

- Assistive Technology
- Word Prediction External Device
- Braille Note-Taker
- Braille Writer
- Calculation Device & Mathematics Tools
- Calculator on Non-Calculator Sections
- Human Scribe, Human Signer, & External Assistive
- Technology Device for Speech-to-Text

PNP Fields

- English Learner (EL)
- Title III Limited English
- Proficient Participation Status
- Gifted and Talented
- Migrant Status
- Economic Disadvantage Status
- Student With Disabilities
- Primary Disability Type
- EL Accommodation
- Frequent Breaks
- Separate/Alternate Location
- Small Testing Group
- Specialized Equipment or Furniture
- Specified Area or Setting
- Time of Day
- Answer Masking
- Color Contrast
- ASL Video
- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- Closed Captioning for ELA/Literacy
- Refreshable Braille Display for ELA/Literacy
- Alternate Representation - Paper Test
- Large Print
- Braille with Tactile Graphics
- Student Reads Assessment Aloud to Themselves
- Human Signer for Test Directions
- Answers Recorded in Test Book
- Braille Response
- Calculation Device and Mathematics Tools
- ELA/Literacy Constructed Response
- ELA/Literacy Selected Response or Technology Enhanced Items
- Mathematics Response
- Monitor Test Response
- Word Prediction
- Administration Directions Clarified in Student's Native Language
- Administration Directions Read Aloud in Student's Native Language
- Mathematics Response – English Learners
- Translation of the Mathematics Assessment
- Word to Word Dictionary (English/Native Language)
- Text-to-Speech
- Human Reader or Human Signer
- Unique Accommodation
- Emergency Accommodation
- Extended Time

Accommodations

PARCC - Tasks for Students

https://trng.pearsonaccessnext.com/customer/student/task/test/edit.action

Most Visited NJDOE District Broadc...

Administration Consideration

- Frequent Breaks ⓘ
- Separate/Alternate Location ⓘ
- Small Testing Group ⓘ
- Specialized Equipment or Furniture ⓘ
- Specified Area or Setting ⓘ
- Time of Day ⓘ

Accessibility Features Identified in Advance

Color Contrast ⓘ

Answer Masking ⓘ

Presentation Accommodations

- ASL Video ⓘ
- Closed Captioning for ELA/L ⓘ
- Refreshable Braille Display for ELA/L ⓘ
- Alternate Representation - Paper Test ⓘ
- Large Print ⓘ
- Human Signer for Test Directions
- Student Reads Assessment Aloud to Themselves ⓘ

Braille With Tactile Graphics ⓘ

Assistive Technology - Screen Reader ⓘ

Assistive Technology - Non-Screen Reader ⓘ

Response Accommodations

- Answers Recorded in Test Book ⓘ
- Calculation Device and Mathematics Tools ⓘ
- Monitor Test Response ⓘ
- Word Prediction ⓘ

Braille Response ⓘ

Mathematics Response ⓘ

ELA/L Constructed Response ⓘ

ELA/L Selected Response or Technology Enhanced Items ⓘ

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More Accommodations

PARCC - Tasks for Students

https://trng.pearsonaccessnext.com/customer/student/task/test/edit.action

Search

Most Visited NIDOE District Broadc...

Accommodations for English Learners (EL)

EL Accommodation ⓘ

Mathematics Response - EL ⓘ

Translation of the Mathematics Assessment ⓘ

Administration Directions Read Aloud in Student's Native Language ⓘ

Translation of the Mathematics Assessment in Text-To-Speech - Spanish ⓘ

Administration Directions Clarified in Student's Native Language ⓘ

Word to Word Dictionary (English/Native Language) ⓘ

Timing and Scheduling Accommodations for English Learners and Students with Disabilities Extended Time ⓘ

Other Accessibility Features and Accommodations

Human Reader or Human Signer ⓘ

Text-To-Speech ⓘ

Text-to-Speech Delivery ⓘ

Unique Accommodation ⓘ

Emergency Accommodation ⓘ

General - View Only

Student Label Barcode

Security Barcode

UIN

PAS Number

Ask me anything

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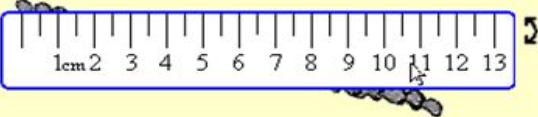
The Questions

In PARCC

Math Test Question (Ruler)

TEST1 FULLFILE - Full-length Sample Test

Click and drag on the ruler to measure the object below.
How many centimeters long is the row of stones?



A. 9

B. 10

C. 11

D. 12

Back **Reset** **Review** **Next**

TEST1 FULLFILE

Drag & Drop Answers

GRADE 7 ELA/LITERACY / SESSION 1 / 16 OF 23

think about the purpose of each and the role that explanations, demonstrations, and/or descriptions of experiments play in communicating that purpose. At the end of the task, you will be asked to write an essay.

Read the passage titled "Conducting Solutions." Then answer the questions.

Conducting Solutions

1 An electric current is a flow of electrical charge. When a metal conducts electricity, the charge is carried by electrons moving through the metal. Electrons are subatomic particles with a negative electrical charge. When a solution conducts electricity, the charge is carried by ions moving through the solution. Ions are atoms or small groups of atoms that have an electrical charge. Some ions have a negative charge and some have a positive charge.

2 Pure water contains very few ions, so it does not conduct electricity very well. When table salt is dissolved in water, the solution conducts very well, because the solution contains ions. The ions come from the table salt, whose chemical name is sodium chloride. Sodium chloride contains sodium ions, which have a positive charge, and chloride ions, which have a negative charge. Because sodium chloride is made up of ions, it is called an ionic substance.

Electricity flows poorly through substances with few or no ions.

Laundry soap often contains molecules of ammonia.

Some substances with few ions become good conductors of electricity when they are combined with other substances.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

1	In addition, atoms contain even smaller parts called subatomic particles.	
2		
3		

Blue outline = Dragger selected for placement

Gray = Dragger will be placed in this bay

Blue = Available "drop" areas

Highlighting Text

Accessibility Features Demonstration



The Life of Bees

- 1 Bees are flying insects closely related to wasps and ants, and are known for their **role in pollination and for producing honey and beeswax**. Bees are a monophyletic lineage within the superfamily Apoidea, presently classified by the unranked taxon name Anthophila. There are nearly **20,000 known species of bees** in seven to nine recognized families, though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.
- 2 Bees are adapted for **feeding on nectar and pollen**, the former primarily as an energy source and the latter primarily for protein and other nutrients. Most pollen is used as food for larvae.
- 3 Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the superfamily. Bees all have two pairs of wings, the hind pair



Example of "highlighting"

*NOTE: NOT a PARCC item. Not on the PARCC delivery platform.

Color Choices

The image shows a screenshot of a digital text editor with several annotations. The text is from an article titled "Life in the Limbs" by Heather Kaufman-Peters. The text is divided into four numbered paragraphs. The first paragraph is partially highlighted in yellow. The second paragraph is highlighted in blue. A red circle highlights a toolbar with five color swatches (white, yellow, pink, blue, and light blue). Three white callout boxes with red borders point to the highlighted text in the first, second, and third paragraphs, each containing the text "Student-Selected Highlighting". A red callout box with a white border and a red arrow points to the toolbar, containing the text "Highlighter color choices".

Life in the Limbs
by Heather Kaufman-Peters

1 Imagine stepping out your front door to find yourself 40 feet above the ground overlooking a dense forest and a... hopping on your bike, you grab the handles of your... fly 1000 yards over a... the far bank.

2 Sound crazy? Not to Jonathan Fairon... tree house that he designed and built! In fact... Jonathan has built more than 380 custom tree... United States.

3 Jonathan's love of tree-house living began when he... started climbing trees when he was 10 years old, and he... arborist (a person who cares for trees) in high school. He built... tree house and lived in it while he was in college.

4 "It was delightful-like being on a ship because it moved with the wind," Jonathan says. "It was the most fun I ever had."

Student-Selected Highlighting

Student-Selected Highlighting

Student-Selected Highlighting

Highlighter color choices

Answer Elimination

← → Review Flag ↶ ↷

Grade 4 ELA/Literacy / Session 1 / 1 of 23 Guest

Today you will read a story about a girl whose family is **from India** and a poem that expresses how the speaker faces **frightening experiences**. After you finish the task, you will write an essay about a theme in the story and the poem.

Read the story "Just Like Home." Then answer the questions.

Just Like Home
by Mathangi Subramanian

1 When the recess bell rang, Priya **sighed and slowly hung up her smock**. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.

2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.

3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pocket. Then she took her usual place at the end of the recess

Part A
What is the meaning of the word **drift** as it is used in paragraph 18 of "Just Like Home"?

~~A. wander~~

B. wander

C. change

~~D. drift~~

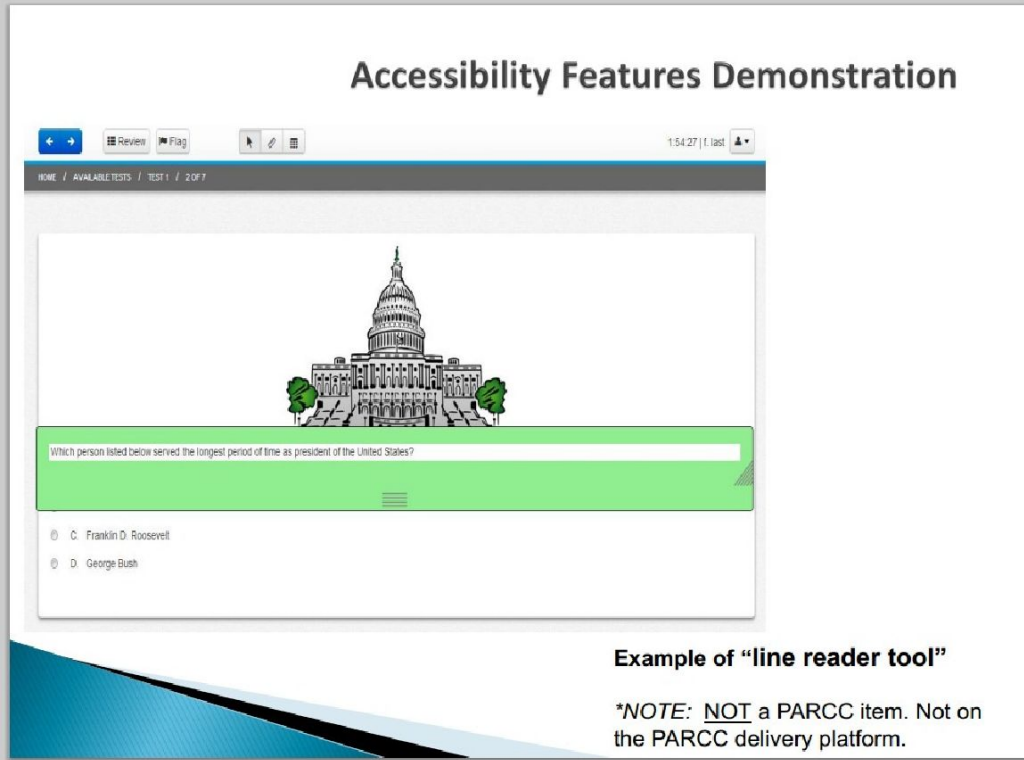
Part B
Which detail from the story helps the reader understand the meaning of **drift**?

A. Priya, Enrique, and Farah create drawings that have different colors and shapes.

B. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.

C. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.

Line Reader Tool

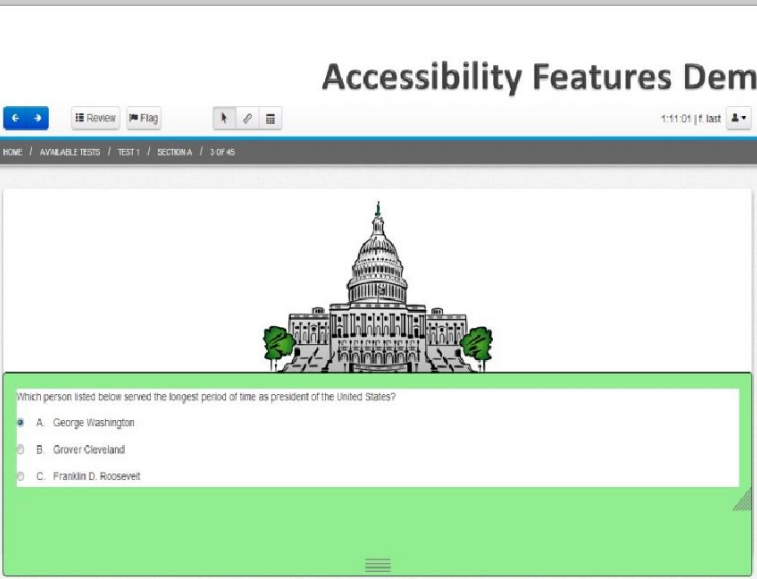


The screenshot displays a web-based test interface titled "Accessibility Features Demonstration". At the top, there is a navigation bar with icons for "Review" and "Flag", and a timer showing "1:54:27 | 1 last". Below the navigation bar, a breadcrumb trail reads "HOME / AVAILABLE TESTS / TEST 1 / 2 OF 7". The main content area features a large illustration of the United States Capitol building. Below the illustration, a green horizontal bar highlights the question text: "Which person listed below served the longest period of time as president of the United States?". Underneath the highlighted text, two radio button options are visible: "C. Franklin D. Roosevelt" and "D. George Bush".

Example of "line reader tool"

**NOTE: NOT a PARCC item. Not on the PARCC delivery platform.*

Line Reader Tool (Paragraph Size)



The screenshot displays a web-based test interface titled "Accessibility Features Demonstration". At the top, there are navigation buttons for "Review" and "Flag", and a timer showing "1:11:01 | 1 of 45". Below the navigation is a breadcrumb trail: "HOME / AVAILABLE TESTS / TEST 1 / SECTION A / 3 OF 45". The main content area features a large illustration of the United States Capitol building. Below the illustration, a question is presented: "Which person listed below served the longest period of time as president of the United States?". Three multiple-choice options are listed: A. George Washington, B. Grover Cleveland, and C. Franklin D. Roosevelt. A green rectangular box highlights the question text and the first option, demonstrating the "line reader tool" feature.

Example of "line reader tool"

***NOTE: NOT a PARCC item. Not on the PARCC delivery platform.**

Answer Masking

Accessibility Features Demonstration

Look at the text in the picture.

NEVER LEAVE
LUGGAGE
UNATTENDED

What does it say?

A. You must stay with your luggage at all times.

B. You must never leave your luggage unattended.

C. You must never leave your luggage unattended.

Example of “answer masking”

***NOTE: NOT a PARCC item. Not on the PARCC delivery platform.**

Student Readiness

● Practice Tests:

● Practice tests are available for all accessibility features and accommodations including TTS, ASL, Screen Reader, Closed Captioning, Large Print, and Braille at:

● <http://parcc.pearson.com/practice-tests/>

● Tutorials:

● Tutorials for TestNav 8, paper, online, and TTS, ASL and Closed Captioning with functionality guides are located at:

● <http://parcc.pearson.com/tutorial/>

AT Practice Tests

parcc.pearson.com/practice-tests/english/

you to use to familiarize yourself with the kinds of items and format used for the ELA/Literacy PARCC assessment.

Please select your grade level to view practice tests.

- The practice test platforms requires users to enter a name to begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a log in, if it is preferred.
- Paper practice tests can be printed. The material on these tests is non-secure.
- Installable TestNav Apps cannot be used on non-secure practice tests. The online practice tests on the page below are only accessible through a web browser.

Unit Breaks

- The PARCC ELA/literacy practice tests, both paper and computer-based, do not indicate the unit breaks that are included with the operational assessment forms. This allows educators flexibility with how they choose to use these practice tests with their students. Please note that each task represents a unit on the operational assessment.

Grade 3

This set contains the Narrative Writing Task and the Literary Analysis Task. The Research Task is currently not available due to pending permissions. The task will be added as permissions are granted.

Part 1 Practice Tests	Part 2 Practice Tests	Additional Materials
Computer-Based Practice Test >	Computer-Based Practice Test >	Grade 3 - Generic Rubric
Paper-Based Practice Test	Paper-Based Practice Test	
Large Print Paper-Based Practice Test	Large Print Paper-Based Practice Test	
TTS Practice Test >	TTS Practice Test >	
Accommodated Screen Reader Version >	Accommodated Screen Reader Version >	
American Sign Language Version >	American Sign Language Version >	
Braille ASCII File (.brf)	Braille ASCII File (.brf)	

Grade 4

Grade 5

Grade 6

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Resources – Bulletins

← → ↻ 🏠 parcc.pearson.com/bulletins/ ☆ ☰

PARCC Partnership for Assessment of Readiness for College and Careers

🏠 PearsonAccess^{next} ⚡ Technology Setup 📖 Manuals & Training 🖨️ Test Preparation 📄 **Bulletins** 🛠️ Support

📄 Bulletins

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Jan 21, 2016 | PARCC Technology Bulletin

In this Technology Bulletin, you will find information about TestNav and PearsonAccess Version Updates, Infrastructure Trial, and Practice Tests.

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Resources – Accessibility Features and Accommodations Manual

PARCC Accessibility Features and Accommodations Manual

<http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>

Also, available on PARCC.Pearson.com in Avocet at the following link:

<http://parcc.pearson.com/manuals-training/>

