

2013-14 Keystone Exams & PSSA Accommodations

Guidelines for Selection and Use of Accommodations for Keystone Exams and PSSA Tests

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2013-14 Keystone Exams & PSSA Accommodations

- **Presentation Topics**
 - State assessment system
 - New for 2014
 - Understanding test features versus accommodations
 - Selecting accommodations
 - Online assessment information
 - Administering accommodations, ethical practices, and test security
 - Frequent accommodations
 - Important links and contacts

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- Federal and state regulations and legislation aim to ensure access to grade-level standards for ALL students
- Accommodations can be the vehicle to provide access to grade-level content
- All students included in accountability model
 - Keystone Exams (end-of-course)
 - PSSA (grade-level achievement tests)
 - PASA (alternate assessment)

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New for 2014

- PASA alternate assessment field testing of new Pennsylvania Core Standards aligned items
- PSSA general assessment field testing of new Pennsylvania Core Standards aligned items
 - Standalone Writing Field Test for grades 6-8
 - Embedded reading and math items in general test for grades 3-8
 - New item types
 - Additional read aloud options

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New for 2014

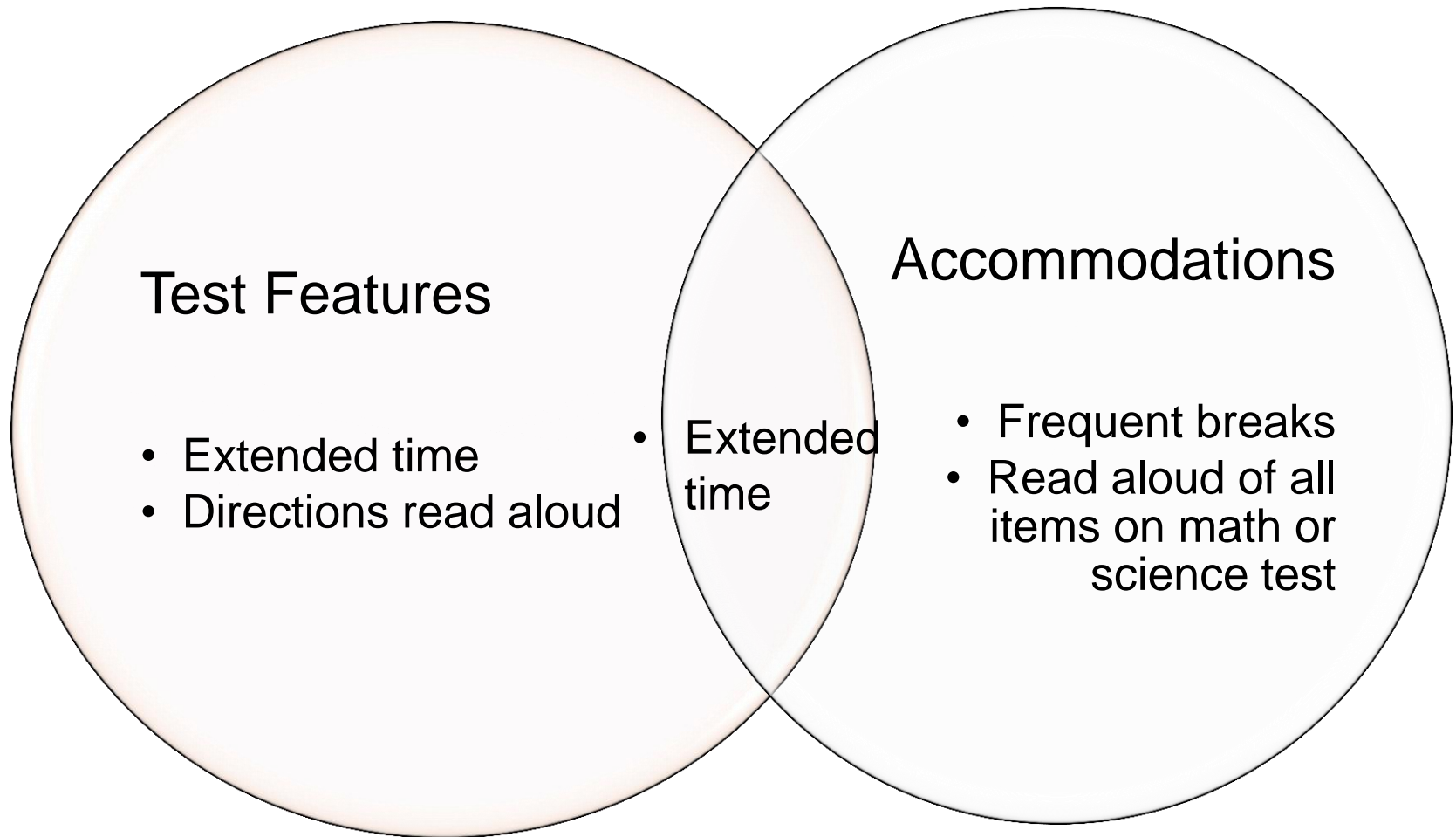
- *Read Aloud Guidelines for Math and Science* tests are posted on Pennsylvania Department of Education's (PDE) and eDirect's websites
- Additional Read Aloud Options- NEW
 - Read aloud option is available for grades 6-8 Standalone Writing Field Test only
 - This read aloud option is for multiple choice and writing prompt items

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New for 2014

- Video Sign Language (VSL) version
 - Video window embedded in online test with human interpreters using American Sign Language to interpret the tests
 - PSSA Math
 - PSSA Science
- Online tools training and test tutorial will require local educational interpreter to assist the student with becoming familiar with the online test format
- Contact DRC Customer Service for assistance with online test set-up

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- Learn about accommodations
 - Do not reduce expectations for learning
 - Used during instruction and assessment
 - Ensure a valid measure
- Accommodations categories
 - Presentation
 - Response
 - Setting
 - Timing

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Decision-making

- Based on individual need
- Student; IEP Team; Support Team for 504 Plan; ESL Team

Selection type

- May not invalidate the state assessment
- Effectiveness must be evaluated

Must be documented

- IEP
- 504 Plan
- ESL Plan
- Student Record

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- Decision-making
 - Consistent with standards-based IEP and full participation in grade-level instruction
 - Attempts to level the playing field to enable demonstration of knowledge and skills
 - Ensures fair comparisons with other students taking the test

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- Selection of accommodation type
 - Consideration of
 - Instructional tasks
 - Assessment anchors and eligible content
 - More is not necessarily better
 - Student's willingness to use
 - Self-advocacy
 - Enables independent learning
 - Assistive technology
 - Online testing

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- Documentation
 - IEP
 - Consideration of special factors; Supplementary Aids and Services; Present Levels; Specially Designed Instruction
 - Section IV, Participation in State and Local Assessments
 - Chapter 15 Service Agreement (504 Plan)
 - ESL Plan
 - Student record

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- Online testing advantages

- Guarantees standardized provision of some accommodations
- Enables independent test taking
- Online tools provided for use as needed
- Can decrease number of test administrators
- Eliminates managing two booklets
- Computer format appealing to students
- Enlarges test page to fit an oversized monitor

***DOES NOT REQUIRE THE ENTIRE CLASS,
SCHOOL OR DISTRICT TO TAKE THE
ONLINE TEST**

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- Online testing considerations
 - Experience with computer-based learning
 - Experience with online tools
 - Practice with test tutorial
 - Comfort with keyboarding skills (essay responses)
 - Need for assistive devices
- ❖ Can be very effective for some students who typically use a computer software program such as Read Write Gold, Kurzweil, etc.

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- Before administering accommodations
 - Accommodations used for assessment are also used for instruction
 - Students have participated in online tools training and online test tutorial
 - Establish a clear communication process to ensure each student receives appropriate accommodations during testing
 - Map out logistics
 - Test administrators have been provided with clear documentation to ensure appropriate accommodations for each student

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- During administration
 - Test administrator adheres to specific guidelines to ensure validity
 - Online testers should not have easy view of other computer screens

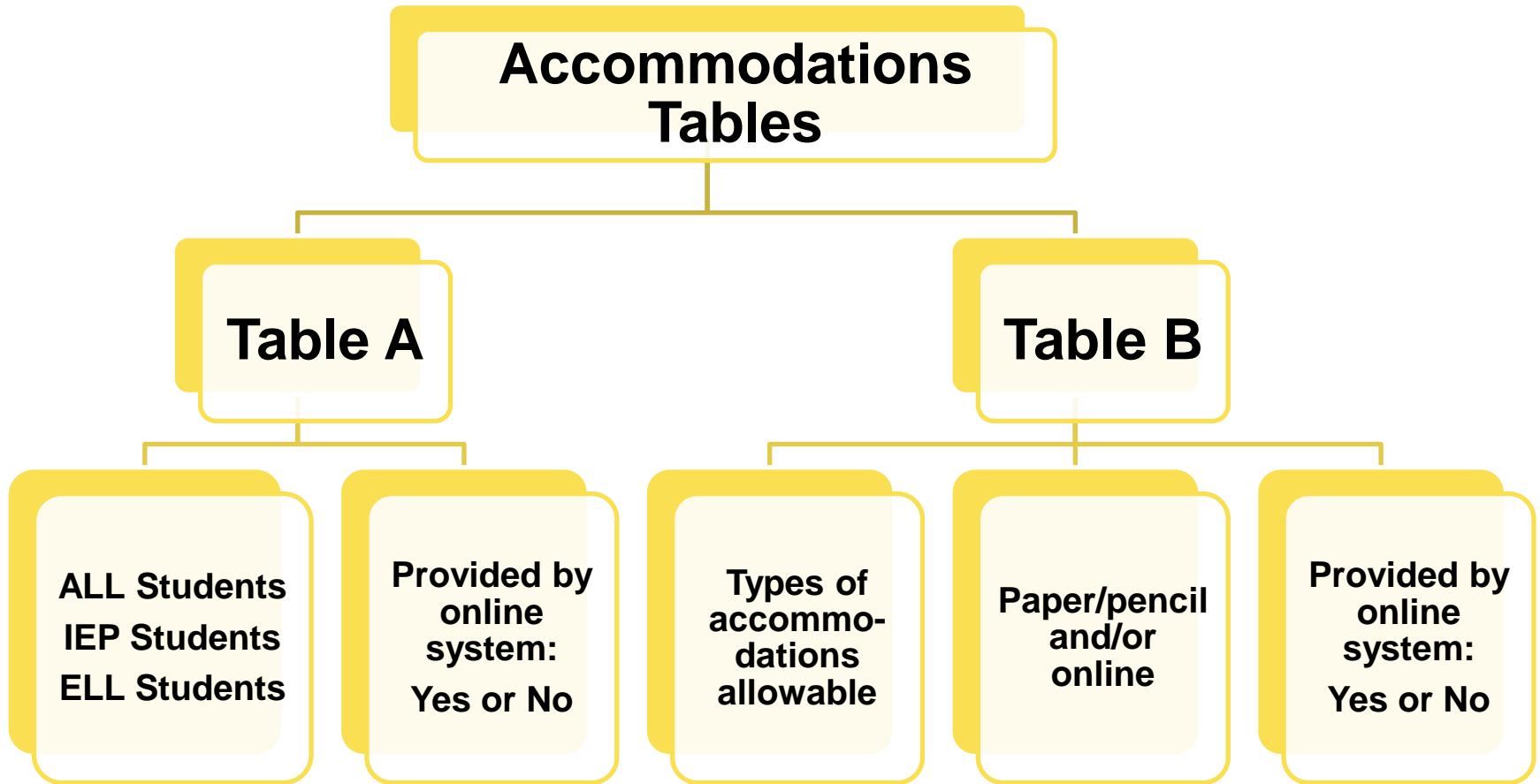
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- Ethical testing practices
 - Must be maintained throughout assessments
 - Examples of unethical practices include:
 - Allowing student to answer fewer questions
 - Paraphrasing or offering additional information
 - Coaching during assessment or giving clues
 - Editing student responses
 - PDE recommends additional proctor when teacher of record administers the test

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- **Test security**
 - Involves maintaining confidentiality of test questions and answers
 - Becomes an issue when accessible formats are used and when someone other than student is allowed to see the test
 - All student work/files must be completely destroyed and deleted
 - Qualified educational sign language interpreters and native language interpreters must sign confidentiality form
- ❖ **Important note regarding educational sign language interpreters:**
 - Interpreters may not serve as the test administrator, a separate test administrator is required
 - Educational sign language interpreters must be provided with 3 days of dedicated time to effectively prepare for the test



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TABLE A				
ACCOMMODATION AND/OR TEST FEATURE	ALLOWABLE FOR ALL	ALLOWABLE FOR IEP/504	ALLOWABLE FOR ELL	PROVIDED BY ONLINE SYSTEM (English Only)
<i>*Restrictions apply. Must follow directions regarding implementation of accommodation and/or test feature.</i>				
Amplification Device		X	X With IEP/504	X
*Audio	See "Audio" and "Small Group" in Category Tables	X	X	X
Audio Recorder for Responses		X	X With IEP/504	
Augmentative Alternative Communication Device		X	X With IEP/504	
Braille		X	X With IEP/504	
Brailler, Note Taker		X	X With IEP/504	
*Calculators	X			
Changed Test Schedule	X			
Color Chooser/Contrast		X	X With IEP/504	X

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-  Indicates online information
-  Indicates restrictions or special instructions

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TABLE B

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Amplification Device</p> <p>(e.g., hearing aid, personal sound amplifier)</p>	X	X	X Volume control only
<p>Audio</p> <p>This must be pre-ordered and downloaded separately</p> <p>The online audio function is limited to individual students who have a documented need for the ENTIRE test to be read aloud</p> <p>Requires the use of headphones and/or one-on-one setting to eliminate distraction to others</p> <p>The audio function is available for Mathematics, Algebra, Science, and Biology tests in English only</p>		X	X English voice only Individual words or phrases cannot be selected

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ACCOMMODATIONS SECTION

This section must be completed for assessed students only, if applicable.

8. Student used the following Presentation Accommodations (mark all that apply, if any):

Math Reading

- Braille format
- Large-print format
- Computer Assistive Technology—does not apply to online testing (*PDE must approve the program and all functions*)
- N/A Some test items/questions read aloud
- N/A All test items/questions read aloud
- N/A Test items/questions signed
- N/A Test items/questions interpreted for ELL
- Amplification device
- Magnification device
- Color overlay
- Other (specify below): _____

10. Student used the following Response Accommodations (mark all that apply, if any):

Math Reading

- Test administrator marked multiple-choice responses at student's direction
- Test administrator scribed open-ended responses at student's direction
- Test administrator transcribed student responses (*per Accommodations Guidelines*)
- N/A Qualified interpreter translated, transcribed, and/or scribed student's signed responses
- N/A Qualified interpreter translated, transcribed, and/or scribed ELL student responses (*per Accommodations Guidelines*)
- Keyboard, word processor, or computer—does not apply to online testing (*per Accommodations Guidelines*)



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- Guidelines for specific accommodations
 - Unique accommodations
 - Special circumstances
 - Might alter the construct or results
 - Read aloud guidelines
 - Entire test restrictions; de-spiraling booklets
 - Test administrators
 - Extended time
 - Computer adaptive technology

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- **Approvals for Unique Accommodations**
- Not necessary for accommodations that are identified as allowable in the Guidelines
- Necessary for computer adaptive technology and unique accommodations
 - Gather required information
 - Contact PDE
 - PDE provides request for approval form if needed
 - Contact the Division of Assessment by emailing 00testing@psupen.psu.edu
 - Call the Bureau of Assessment and Accountability at 717.787.4234 or 717.705.2343
 - Call the Bureau of Special Education at 717.783.2311

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- Concussion policy

- If a student has been diagnosed with a concussive injury and there is medical documentation within **two weeks** of the start of the testing window that states the student may not participate in standardized testing, the student should be coded as “Recent Medical Emergency”. In all other instances involving concussive injuries and student nonparticipation, the student should be coded as “Other”. Marking “Other” has a negative impact on participation rate
- Documentation must be kept in student record

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- **Broken arm**

- Most students have developed a way to respond to instructional materials and assessments using the non-injured arm/hand, either through paper/pencil or through keyboarding
- Keyboarding or use of non-injured hand is allowed for math, reading, science and writing. Assessment coordinator transcribes printed copy or sloppy copy into test booklet. Mark the transcribe bubble
- If student is unable to use the non-injured arm/hand and must use scribing (dictation), student must use the paper test. Permitted for math, reading and science. Separate setting required. Mark the scribe bubble
- Record the accommodation in the student's record folder

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- **Scribing (dictation to School Assessment Coordinator or designee)**
 - Separate setting
 - Paper version only for math, reading and science; not allowed for online version
 - Not allowed for text dependent analysis essay or for writing essay due to the content being measured (unique accommodation only)
 - Student dictates response in the same manner used during instruction and assessment, points to answer choices, utilizes “a, b, c, d” cards
 - Scribe may not question or correct student choices, or coach student on meaning or spelling of words
 - Student reviews dictated response and makes edits, etc.

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- Read aloud for math and science

Caution must be taken to allow all students the opportunity to be independent test-takers.

- Online or Paper: Student simply raises hand and asks to have an item or part of an item read aloud, is not in a small group, and is not identified as needing this as an accommodation. Do not mark the bubble. This is an occasional occurrence, does not require an IEP, and is regarded as a test feature
- Online: Student requires a read aloud of all or much of the test; it is documented and used on a regular basis; the student may use the audio version of the online math and science tests. Online system records the use of the accommodation
- Paper: Student requires a read aloud of some questions as requested; it is documented and used on a regular basis; student is placed in small group of 2-12; may not de-spiral booklets. Mark bubble for some of the test read aloud
- Paper: Student requires a read aloud of entire test; it is documented and used on a regular basis; student is placed in small group of 2-5; School Assessment Coordinator may de-spiral booklets. Mark bubble for all of the test read aloud. (Call DRC Customer Service for help with de-spiraling and the number of packets.)

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Request for PASA narrative notes

- Requests must be made no later than Dec.13, 2013, to allow for review, response and provision of assessment materials
- Complete a *Request for Use of Narrative Notes on the PASA* for each student requiring the use of narrative notes
- Documentation in student's file must be available for possible assessment administration monitoring
- **PLEASE SEND ALL REQUESTS TO:**

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Bureau of Special Education

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717.346.9644; FAX: 717.783.6139

ra-spedassessment@pa.gov

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- Supplemental resources
 - Tool 1: Guidelines for Selecting
 - Tool 2: Guidelines for Using
 - Tool 3: Student's Perspective
 - Tool 4: Parent's Input
 - Tool 5: Documentation of Classroom Use
 - Tool 6: After-Test Evaluation
 - Tool 7: Assessment Accommodation Plan

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- Important Links:
 - Pennsylvania's Accommodations Guidelines posted on PDE's website
 - [http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/pennsylvania_system_of_school_assessment_\(pssa\)/1190526](http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/pennsylvania_system_of_school_assessment_(pssa)/1190526)
 - National Center on Educational Outcomes (NCEO) Online Training to Improve Accommodations Decision Making posted on NCEO's website
 - <https://nceo.umn.edu/alabama/login.php>
 - eDirect program tools and Pennsylvania's testing program information posted on the Standards Aligned System website
 - <https://pa.drcedirect.com/>

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- Contact Information
 - Data Recognition Corporation: Customer Service
 - 1.800.451.7849
 - Email: pacustomerservice@datarecognitioncorp.com
 - PASA Project: Alternate Assessment
 - 412.648.7363
 - Email: PASAtest@pitt.edu
 - PaTTAN: Specific Disability Information
 - Hbg. 800.360.7282; KOP 800. 441.3215; Pgh. 800.446.5607
 - <http://www.pattan.net/category/About/Contact/>
 - PDE: Unique Accommodations
 - Bureau of Assessment & Accountability 717.787.4234
 - Bureau of Special Education 717.783.2311
 - Email: 00testing@psupen.psu.edu