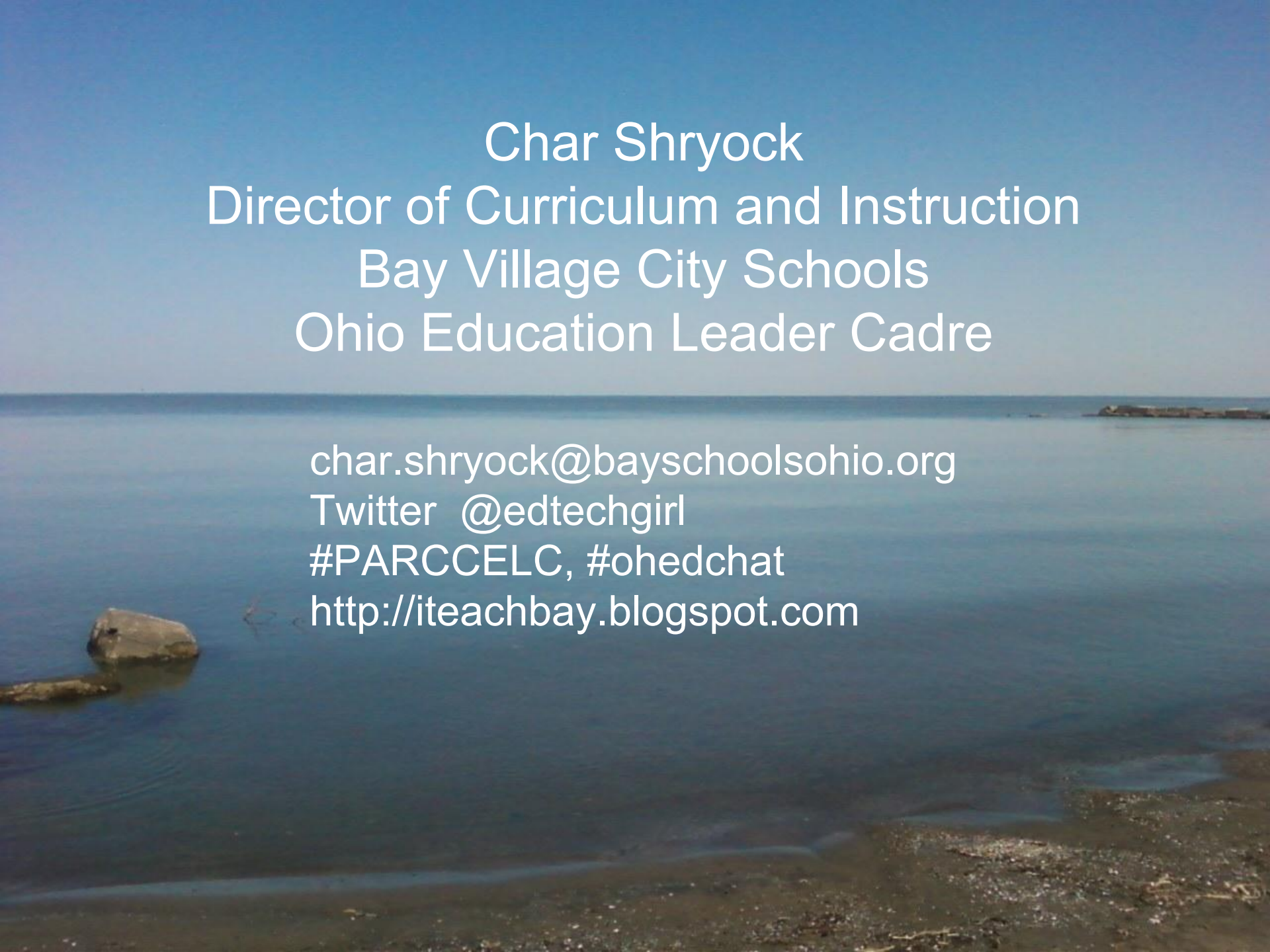
Ohio's Next Generation Assessments and New Learning Standards - Meeting the Needs of Diverse Learners

Pupil Services Directors Meeting
Dec. 13, 2013



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PARCC Update

Understanding PARCC's Role In Ohio's Next Generation Assessments

PARCC's Fundamental Advance

PARCC is designed to *reward quality instruction aligned to the Standards,* so the assessment is worthy of preparation rather than a distraction from good work.

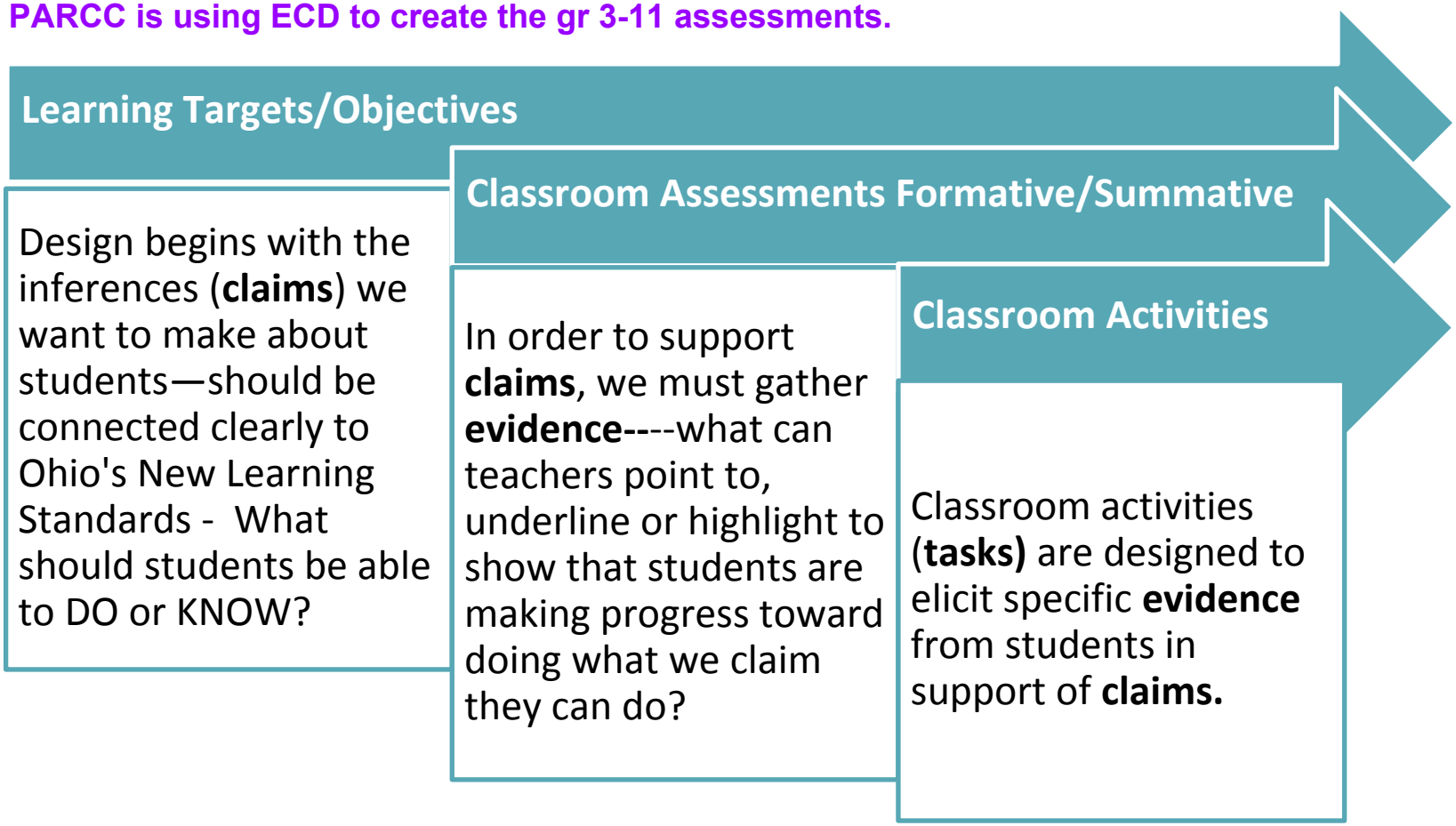
Show me the EVIDENCE

Think of examples of why ***EVIDENCE*** is such a relevant word in education today.

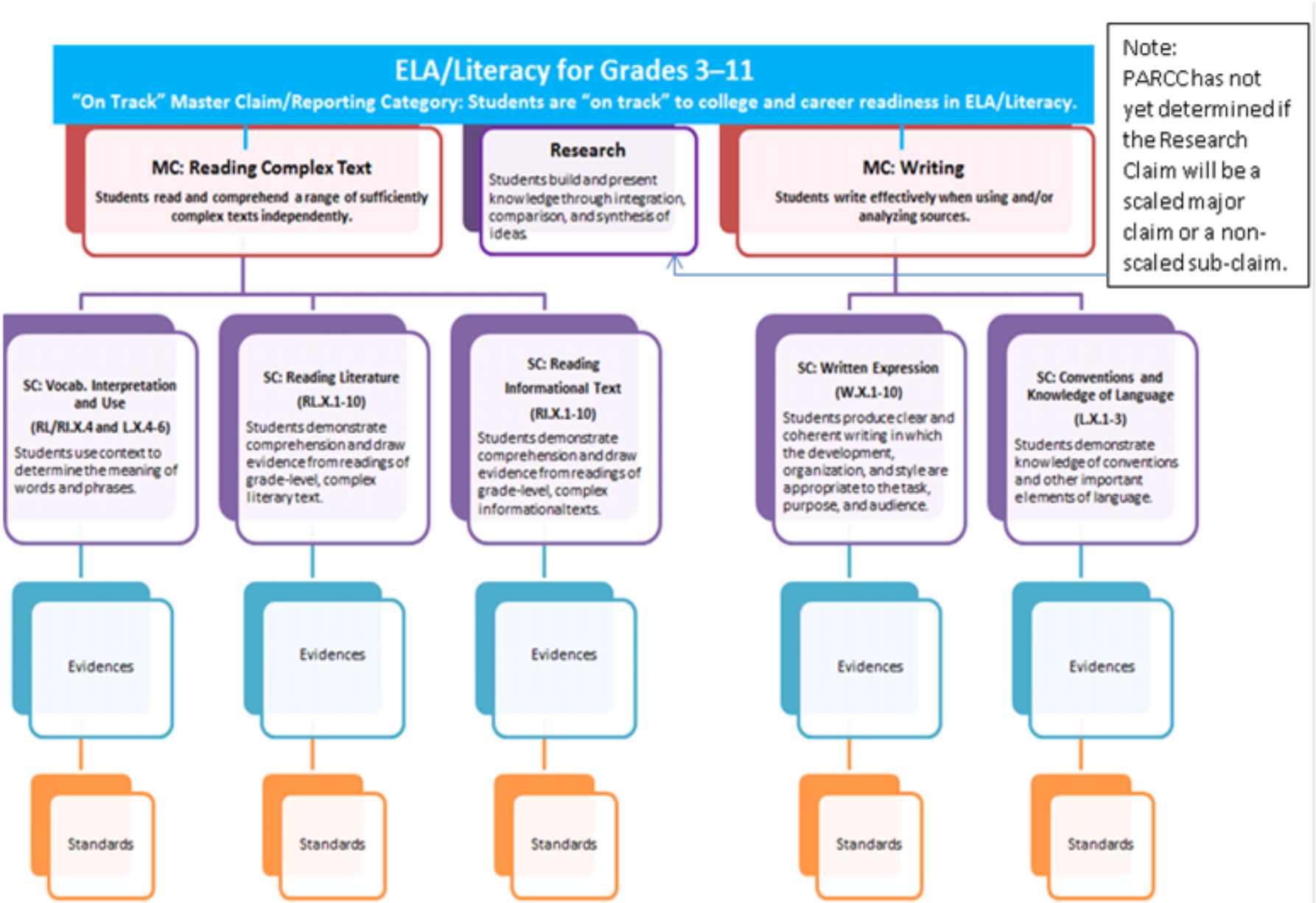
Evidence ***Centered Design can inform a deliberate and systematic approach to instruction that will help to ensure daily classroom work leads to all students meeting Ohio's New Learning Standards.***

Evidence-Centered Design (ECD) in the Classroom - Start with the end in mind.

PARCC is using ECD to create the gr 3-11 assessments.



Understanding the Claims



Mathematics Claims for Grades 3-11

MC Mathematics

The student solves grade-level/course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

SC: A
The student solves problems involving the Major Content for her grade/course with connections to the Standards for Mathematical Practice.

SC: B
The student solves problems involving the Additional and Supporting Content for her grade/course with connections to the Standards for Mathematical Practice.

SC: C
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements. (MP 3 and MP 6)

SC: E
Fluency in applicable grades (3-6): The student demonstrates fluency as set forth in the Standards for Mathematical Content in her grade

SC D
The student solves real-world problems (MP 4) with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or, for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them (MP.1), reasoning abstractly and quantitatively (MP.2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

Evidence SC A	Evidence SC B	Evidence SC C	Evidence SC D	Evidence SC E
Standards	Standards	Standards	Standards	Standards

Prototype Questions

SAMPLE ITEM

Part A

What does the word "regal" mean as it is used in the passage?

- a. generous
- b. threatening
- c. kingly
- d. uninterested

Part B

Which of the phrases from the passage best helps the reader understand the meaning of "regal?"

- a. "wagging their tails as they awoke"
- b. "the wolves, who were shy"
- c. "their sounds and movements expressed goodwill"
- d. "with his head high and his chest out"

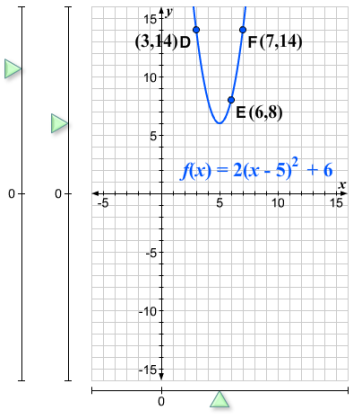
The graph of the quadratic function $f(x) = 2(x - 5)^2 + 6$ is shown.

A new function, $p(x)$, is created from the existing function, such that $p(x) = -f(x)$. You may use the coordinate plane and the sliders to show the graph of the new function if you would like. The graph will not be scored.

Fill in the blanks to give the coordinates of points D', E', and F' that lie on the graph of the new function $p(x)$ and that are the images of points D, E, and F that lie on the graph of $f(x)$.

D'(,)
E'(,)
F'(,)

Submit Answer



Numbers of stadium seats (grade 4)

About the task | CCSSM Alignment | **Part a** | Part b | Part c | Scoring

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats

[ ] < [ ] < [ ]

Submit Answer

Write your answer to the following problem in your answer booklet.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats

Compare these statements from two students.

Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."

Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct? Explain how you know.

PARCC Assessment 101

ELA Performance Based Assessment (PBA)

- Research Simulation Task
- Literary Analysis Task
- Narrative Task
  - Read Multiple Texts
  - Focus on comprehension using vocab and short answer questions

ELA End of Year Exam (EOY)

- Include 4-5 texts both Info and Literary
  - Short answer comprehension questions
  - Vocabulary questions
  - Info text will be science, social studies,technical

PARCC Assessment 101

Math Performance Based Assessment (PBA)

- Short Response
- Extended Response
  - Focus on mathematical practices
  - applications of skills and practices to solve problems focusing on

Math End of Year Exams (EOY)

- Short answer questions
  - Focus on conceptual understanding
  - Focus on procedural skills
  - Focus on application

Performance Level Descriptors

PARCC will report students achievement using PLDs and scaled scores.
In October 2012 PARCC established 5 performance levels

- Level 5: Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- Level 4: **Solid** command…
- Level 3: **Moderate** command…
- Level 2: **Partial** command…
- Level 1: **Minimal** command…
- Cut Scores will be determined in the Summer of 2015 using multiple stakeholders in the decision making process.

Looking at the PLDs

Gives the PLD by performance level ranging from 2-5. Level 1 indicates a range from no work shown to Minimal command

PARCC

Performance Level Descriptors – Grade 4 Mathematics

Gives the Sub-Claim that the PLD is written for (A-Major Content)

Grade 4 Math : Sub-Claim A
The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.

	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Fractions and Decimals 4.NF.1-2 4.NF.2-1 4.NF.A.Int.1 4.NF.5 4.NF.6 4.NF.7	Compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions, with like or unlike numerators and denominators, by creating equivalent fractions with common denominators, comparing to a benchmark fraction and generating equivalent fractions. Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. Demonstrates the use of conceptual understanding of fractional equivalence and ordering when solving simple word problems requiring fraction	Compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions, with like or unlike numerators and denominators, by creating equivalent fractions with common denominators, comparing to a benchmark fraction and **generating equivalent fractions.** Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. **Demonstrates the use of conceptual understanding of fractional equivalence and ordering when solving** simple word problems requiring fraction	Given a visual model and/or manipulatives, compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions, with like or unlike numerators and denominators, by **creating equivalent fractions with common denominators** and comparing to a benchmark fraction. Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. **Solves simple word problems requiring fraction comparison.**	Given a visual model and/or manipulatives, compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions, with like or unlike numerators and denominators by comparing to a benchmark fraction. Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. Solves simple word problems requiring fraction comparison with scaffolding.

Gives the Conceptual Concept the PLD is based on

Communicating Around Ohio's Next Generation Assessments and New Learning Standards.

Closing Information Gaps - Teachers, Parents, Community Members

Ohio's New Learning Standards

- English, Math - from CCSS with input from OH Teachers
- Science, Social Studies, Physical Education, Fine Arts and World Languages - Ohio Developed

What you need to know:

- Building a "Toolkit" of Knowledge to make sure students will have choices when they graduate from HS
- Age appropriate
- Aligned across grade levels
- Focus on deeper understanding and real world applications of knowledge.
- All students have access to challenging material
- Focus is on content knowledge AND problem solving, perseverance, supporting opinions and ideas with evidence, modeling, reading and writing, speaking and listening skills.

Ohio Academic Content Standards - Extended

Grade Level Standards - By Band

Reading Standards for Literature		Grades K – 2
Kindergarten	**Grade 1**	**Grade 2**
Key Ideas and Details	***Key Ideas and Details***	***Key Ideas and Details***
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details and events in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details and events in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure	***Craft and Structure***	***Craft and Structure***
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	***Integration of Knowledge and Ideas***	***Integration of Knowledge and Ideas***
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Ohio Academic Content Standards - Extended

Grade Level Standards - By Entry Point

Extended Standards

Essence of the Standards:

- *Identify details and key ideas in text.*
- *Recognize and use text structures to support understanding.*
- *Recognize and use illustrations to support understanding.*
- *Actively engage with various types of age-appropriate literature.*

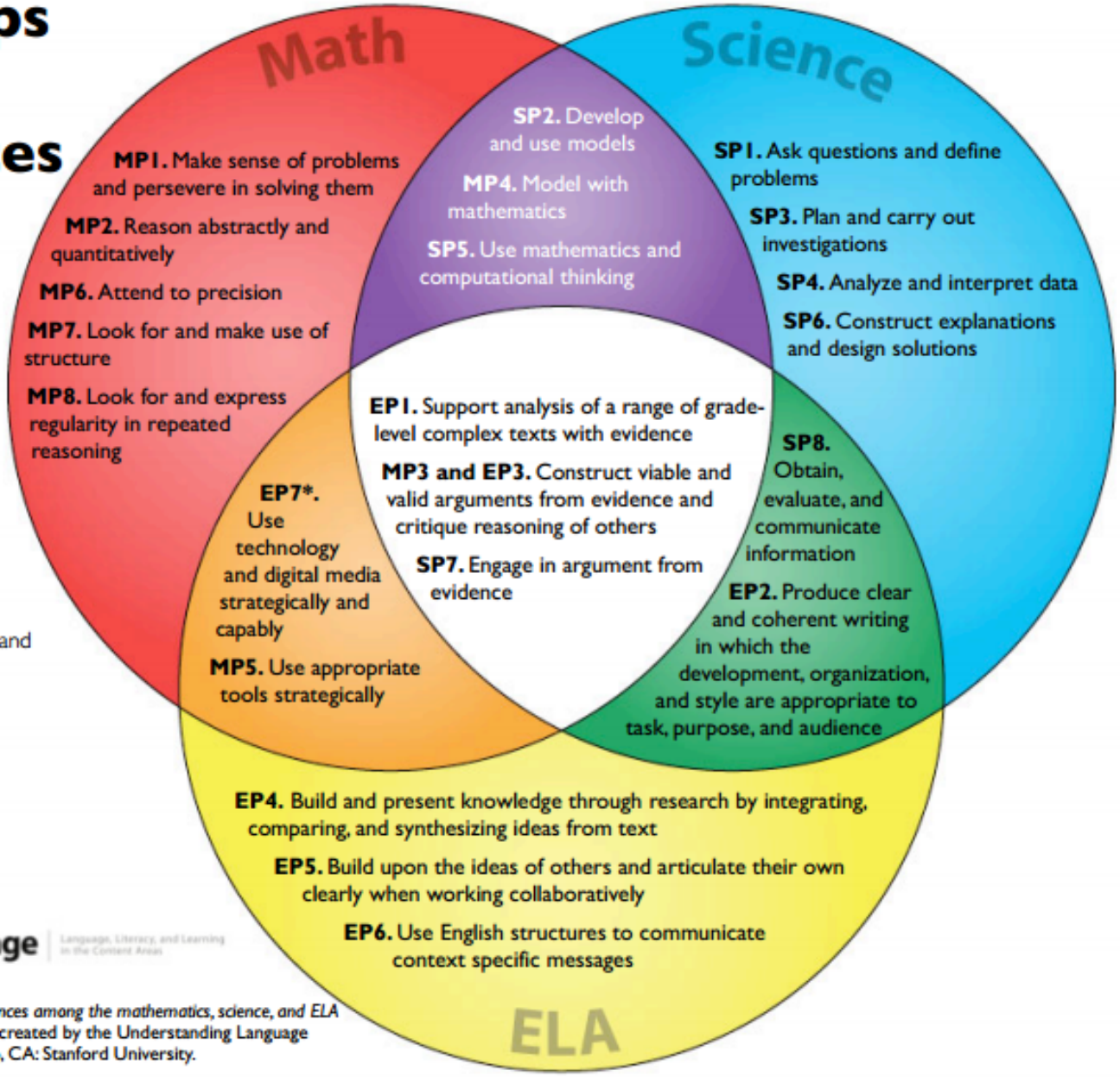
Most Complex ← → Least Complex

Key Ideas and Details		
RL.K2.1a Ask and answer who, what, where, when or how questions to demonstrate understanding of text.	**RL.K2.1b** Ask and answer who, what, where or when questions to demonstrate understanding of text.	**RL.K2.1c** Answer who or what questions to demonstrate understanding of text.
RL.K2.2a Retell fables, folktales or other stories including the central message and supporting details.	**RL.K2.2b** Retell or sequence events in a story demonstrating understanding of the central message.	**RL.K2.2c** Retell or sequence two events from a story.
RL.K2.3a Describe characters and how they change in a story (e.g., sad to happy, short to tall).	**RL.K2.3b** Identify characters, settings or events in a story.	**RL.K2.3c** Recognize characters, settings or events in a story.
Craft and Structure		
RL.K2.4a Identify words that repeat, rhyme or support the rhythm in a story, poem or song.	**RL.K2.4b** Identify emotion and sensory words in a story, poem or song	**RL.K2.4c** Identify words in a story, poem or song that suggest feelings.
RL.K2.5a Explain the difference between real (informational), and made-up (literary) text or poetry.	**RL.K2.5b** Recognize common types of texts (e.g., storybooks, poems).	**RL.K2.5c** Recognize the difference between real (informational), and a poem.
RL.K2.6a Identify the point of view or attitude of various characters.	**RL.K2.6b** Identify the point of view or attitude of main character.	**RL.K2.6c** Match pictures or objects to identify who is telling a story.
Integration of Knowledge and Ideas		
RL.K2.7a Use illustrations and text to describe the characters, setting or events from a story.	**RL.K2.7b** Use illustrations, concrete objects or text to identify details, characters, setting or events from a story.	**RL.K2.7c** Use illustrations or concrete objects that relate to a story.

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

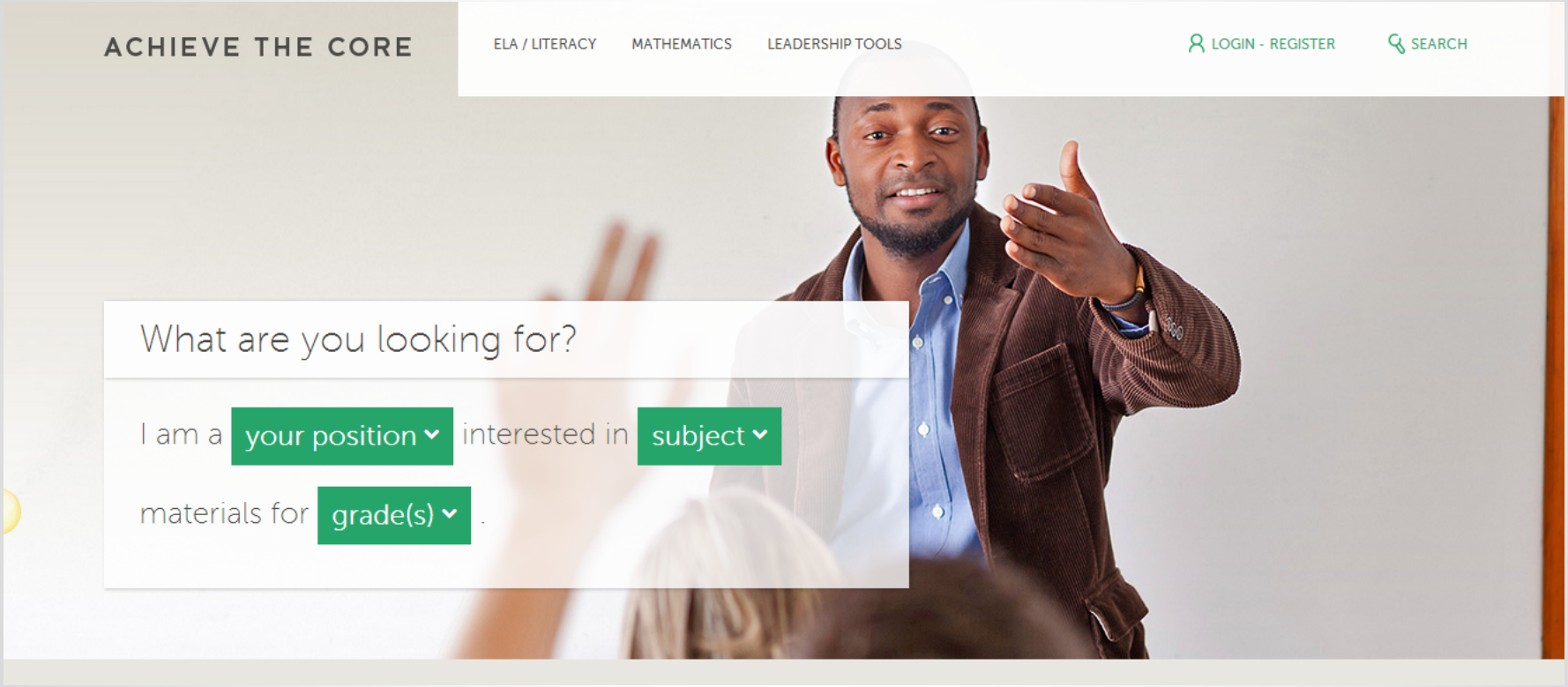


Stanford GRADUATE SCHOOL OF EDUCATION

Understanding Language | Language, Literacy, and Learning in the Content Areas

Suggested citation:
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices.* Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

Achievethecore.org



CCSS INSTRUCTIONAL PRACTICE GUIDE

ELA/L — ENGLISH LANGUAGE ARTS / LITERACY
K-2 — GRADES K-2
D — DAILY

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts and Literacy in grades K-2 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date: Class:

Teacher: Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. This guide includes two independent sections: Reading Comprehension and Reading Foundational Skills. Use the appropriate section based on the lesson being taught; it is not expected that both a reading foundational skills lesson and a reading comprehension lesson would be observable during each ELA or Literacy lesson. When observing only a portion of either type of lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

RC — READING COMPREHENSION

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. A majority of read aloud time is spent reading, listening to, speaking, or writing about text(s).	1 (There is no text under consideration in this lesson.) 2 3 4 (The lesson is focused on a text or multiple texts.)
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	1 (The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.) 2 3 (The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.) 4
C. The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated.	1 (The quality of the text(s) is low – they are poorly written and do not provide useful information.) 2 3 (The quality of the text(s) is high – they are well written and/or provide useful information.) 4

Notes:

Achievethecore.org
- Instructional Practices Guides are for ELA, Math and Literacy.

1 Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) for additional information about the Shifts required by the CCSS.
2 Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for text complexity resources.

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Improving Learning in Ohio

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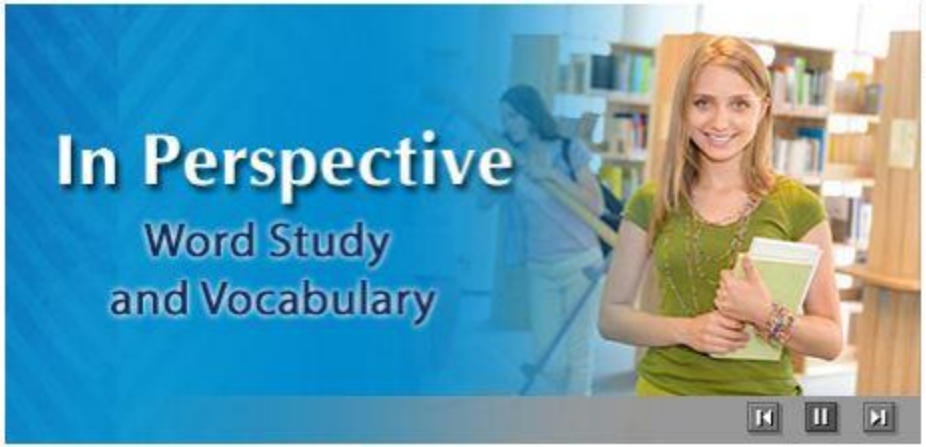

Recent Updates from ORC

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FYI

Take a survey to determine areas of need for professional development

ORC and Youngstown State University are collaborating to determine professional development needs for educators. Please take a few minutes to fill out a survey to help... (more)

Program of mathematics study and active professionalism grants for grades preK-6 teachers

For 2015–2016, the National Council of Teachers of

Browse by Standards

Mathematics

- Common Core Standards
- Ohio Standards (2001)
- NCTM National Standards

Science

- Ohio Standards (2010)
- Ohio Standards (2002)
- NRC National Standards

All teachers are teachers of language. The language of math, science, social studies, art, business, physical education. If your students are not fluent in your "language" they will not be able to understand your content at a deeper level.

Adapted from Bringing Words to Life: Robust Vocabulary Instruction (2002)

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, Guilford Press

Word Type	Descriptions of Types	For Example
Tier One words: Mostly informally	Foundation words, well known, often used, rarely require instruction.	clock, baby, ball, happy, walk, big, run, smile, late, house, butterfly, etc.
Tier Two words: Informally & by direct instruction	High frequency words used by mature language users and often used across several content areas.	coincidence, unusual, predict, eventually, smirk, elaborate, delinquent, etc.
Tier Three words: Mostly by direct instruction	Low-frequency words, often limited to specific content areas. They have specific meanings.	nucleus, isotope, butterfly equilateral, peninsula, refinery, osmosis, etc.

Stanford Research on ELL - Can Help Us Support Our Developing Readers

- Differentiate within the ELA Literacy standards by looking at levels of analyses of complex texts. Develop formative assessments around:
  - ***Analytical Task Expectations***
  - ***Receptive Language Functions***
  - ***Productive Language Functions***
- Helping students to "decode" learning target verbs - by paying attention to the language conventions tied to the verb.

CCSS and Literacy

- Text Complexity
  - ***Qualitative*** - levels of meaning or purpose, text structure, language clarity, knowledge demands. (reader measured)
  - **Quantitative** - word length, sentence length,text cohesion. (machine measured)
  - ***Matches Reader to Task*** - reader motivation, reader knowledge level, reader experiences, and purpose and complexity of the task. (teacher measured)

CCSS and Literacy

- Writing
  - ***Argument*** - change readers point of view, promote reader to take action or convince reader to believe explanation of issues or problems.
  - ***Informational/Explanatory Writing*** - conveys accurate information to build reader understanding or comprehension of a topic.
  - ***Narrative Writing*** - shares real or imagined experiences. Has multiple purposes.

CCSS and Literacy

- **Vocabulary**
  - Students need to have repeated exposure to content vocabulary in a variety of contexts in order to master the vocabular.
  - ***Tier 2 Words*** - general academic words that are found across multiple content areas.
  - ***Tier 3 Words*** - domain specific words - or academic words that have a unique meaning in a specific content area. Usually need to be defined by the text or the teacher. Students need to know these to

What is DIFFERENT about Common Core Vocabulary Instruction.

Traditional - Memorize lists. Use words in sentences. Look up words, copy definition. Study on words and definitions using flashcards.

Common Core - Understand and recognize words in context. Use the words to make sense of reading. Look at word relationships and build meaning from using context clues and background knowledge. Use words to communicate effectively.

Vocabulary knowledge in grade one predicts reading comprehension in eleventh grade. (Cunningham and Stanovich, 1997) from Beck, McKeown and Kucan, 2008.

The simple truth is that students with inadequate vocabularies will rarely achieve well in school– elementary school, middle school, high school, community college, or university. (Biemiller, 2010)

Making The Shift - Literacy

- How are lessons focusing on helping students to acquire vocabulary... in context...in all content areas?
- How are a variety of fiction, non-fiction materials and primary source materials that create a continuum of complex texts for student reading be used...in all content areas?
- What strategies/tools are available to help students build and organize knowledge...in all content areas?
- How are engaging writing prompts that allow students to write persuasively or support an argument being used...in all content areas?
- What opportunities are there to go back into the reading materials to find information to support a discussion...in all content areas?
- What opportunities to work with a group to build reading comprehension by listening to and commenting on the arguments and reflections of others are included...in all content areas?

EQuIP/Quality Rubric - Ohio

- Rubrics will be used to evaluate exemplar unit plans shared through the ODE website
- Rubrics will be available to teachers and teacher teams to use when planning lessons/ units.
- Math,Science, Social Studies, ELA

Ohio's Quality Review Rubric for Lessons/Units: K-12 Mathematics

Ohio | Department of Education

Grade: _____ **Mathematics Lesson/Unit Title:**

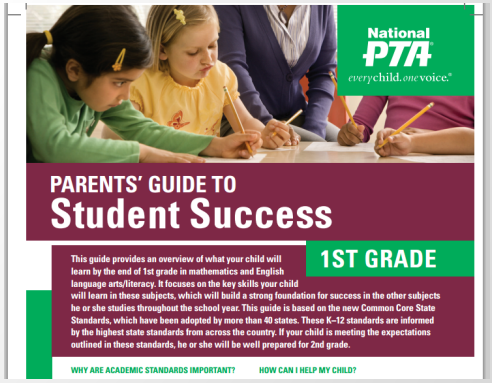
_____

I. Alignment to the Depth of the CCSS	Evidence of Alignment	II. Key Shifts in the CCSS	Evidence of Shifts
The lesson/unit aligns with the letter and spirit of the CCSS: ❒ ** Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. ❒ ** Targets a set of grade level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. ❒ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	** *Non-negotiable content.* *If not present – the unit needs to be revised or removed.*	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* ❒ ** **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting clusters have visible connections to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. ❒ **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. ❒ **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: - **Application**: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem	** *Non-negotiable content.* *If not present – the unit needs to be revised or removed.*

III. Instructional Supports	Evidence of (IS)	IV. Assessment	Evidence of Assessment
The lesson/unit is responsive to varied student learning needs: ❒ ** Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ❒ ** Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions,	*** Non-negotiable content.* *If not present – the unit needs to be revised or removed.*	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* ❒ ** Is designed to elicit direct, observable evidence of the degree to which a student can	*** Non-negotiable content.* *If not present – the unit needs to be revised or removed.*

Communicating to Parents

- Most interested in assurance that their students are learning what they need to know to be successful in college or careers as they grow into adulthood, how much it will cost them in increased student fees or tech costs, how students will be assessed, how teachers will communicate learning progress, what they can do at home to support students, how will classroom technology be used safely and equitably.
- PTA Parent Guides for ELA/Literacy and Math
- PARCC Accommodations Guide For Parents
- ODE Parent Portal
- Provide District Updates on Curriculum Alignment
- Provide District Updates on Technology Readiness



Communicating To BOE and Community

BOE Members - costs to the district and state, how to budget for teacher training, curriculum changes and technology upgrades, how to balance/respond to opposing viewpoints around adopting the standards, setting aggressive but achievable timelines for implementation, how to increase accountability for student learning - teachers and administrators.

Community Members -most interested in cost to the community, maintaining local control over curriculum decisions, supporting a quality educational system to keep home values up, schools preparing students to be active members of the community.

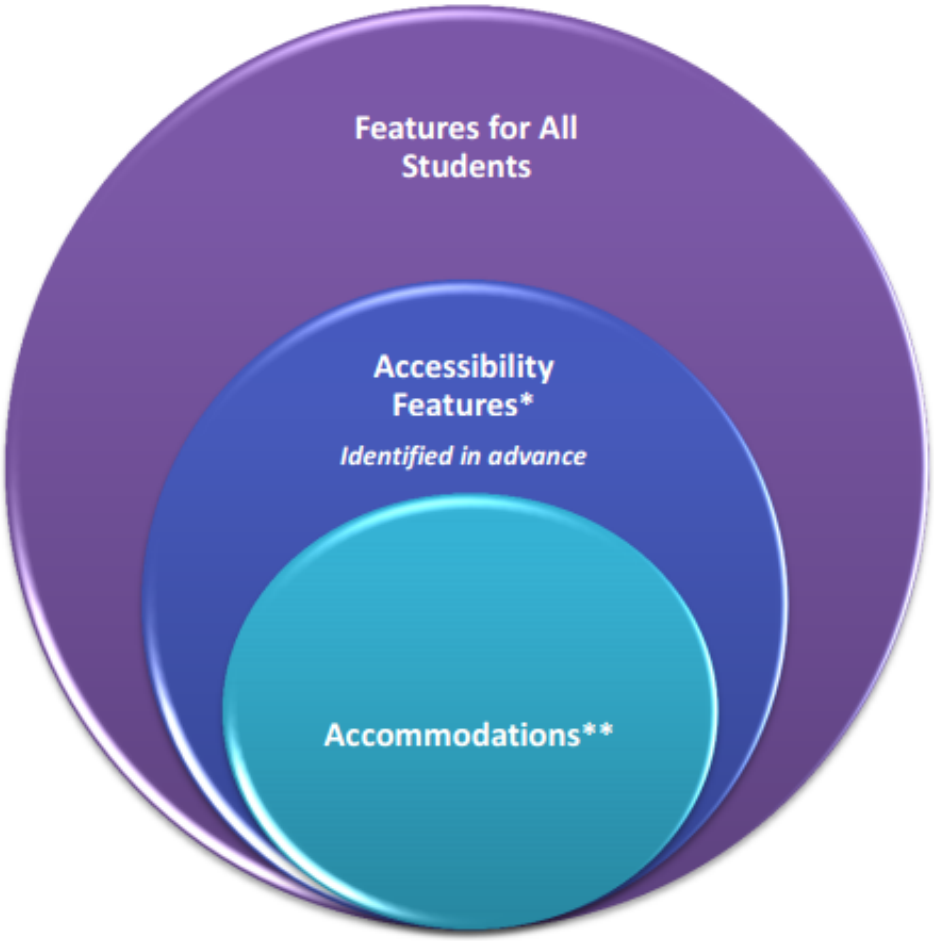
- NSPRA Common Core Communications Network
- BASA Updates
- Twitter Chats - #ohedchat Tues. 9:00 #oheducation, #PARCC
- Provide Regular District Updates

PARCC Accommodations

Goals For Promoting Student Access

- Using Universal Design principles during every stage of the development process.
- Minimizing/eliminating features that are irrelevant to what is being measured so all students can accurately demonstrate their knowledge and skills.
- Measuring the full range of complexity of the standards.
- Leveraging technology for the accessible delivery of assessment.
- Building accessibility throughout the test itself without sacrificing assessment validity.
- Using a combination of ‘accessible’-authoring and accessible technologies from the inception of items and tasks.
- Engaging state and national experts throughout the development process through item review, bias and sensitivity review, policy development and review, and research.

The PARCC Accessibility System



** Available to all participating students*
***For students with disabilities, English learners, and English learners with disabilities*

Accessibility Features for All Students

Accessibility Features for All Students
Audio Amplification
Blank Paper - math or ELA ***(provided by test administrator)***
Eliminate Answer Choices
Flag Items for Review
General Administration Directions Clarified ***(by test administrator)***
General Administration Directions Read Aloud and Repeated ***(by test administrator)***
Highlight Tool
Headphones
Magnification/Enlargement Device (up to 400%)
NotePad
Pop-Up Glossary
Redirect Student to Test ***(by test administrator)***
Spell Checker
Writing Tools - bullets, cut, copy, paste, underline, bold

Testing Site Accommodations

Based on the PARCC Test Administration Manual the following can be made available to any students based on building admin decision.

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

Proposed Accommodations for Students with Disabilities and ELL Students

Universal Design Principles

"It is important to ensure that performance in the classroom and on the assessment is influenced as little as possible by a student's disability or linguistic/cultural characteristics that are unrelated to the content being assessed."

- Provide equitable access during instruction and assessments
- Mitigate the effects of a student's disability
- **Do not reduce learning or achievement expectations**
- Do not change the construct being assessed
- Do not compromise the integrity or validity of the assessment

Who Can Receive Accommodations?

- Students with disabilities who have an Individualized Education Program (IEP)
- Students with a Section 504 plan who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify for special education services
- Students who are English learners
- Students who are English learners and with disabilities who have an IEP or 504 plan. These students are eligible for both accommodations for students with disabilities and English learners.

Accommodations Identified In Advance

- Students and Teachers can select accessibility features ahead of time
  - based on their needs and preferences
  - must practice using them, either in a classroom setting or in real world application.
- Tools will be turned on for the selected students
  - ex. changing background color
  - ex. changing font color
  - ex. using on screen reader for math

Personal Needs Profiles (PNPs)

- Will be embedded in the test platform
- Will be created by IEP, IAT or Teacher Team for students with disabilities or ELL students.
- Will be created by Teacher Teams, with input from the parent, for students who have not been identified with a specific disability or who are not ELL but have specific educational needs identified by the team.
- Additional details will be in the Administration Manual

Accessibility Features Identified in Advance On PNPs

Accessibility Features Identified in Advance
Answer Masking
Background/Font Color (Color Contrast)
General Masking
Line Reader Tool
Text-to-Speech for the Mathematics Assessments

Factors To Consider When Developing PNPs

Factor 1: Student characteristics and learning needs (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and State tests)

Factor 2: Individual test characteristics (i.e., knowledge about what tasks are required on PARCC assessments and ways to remove physical and other barriers to students' ability to perform those tasks)

Factor 3: PARCC accommodations policies that maintain the validity of assessment results.

Presentation Accommodations - *Must be identified in advance on a PNP*

Content Area	Presentation Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages*
	Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for *ELA/Literacy)*
	Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments
	Descriptive Video
Mathematics	Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing
	Braille Edition of Mathematics Assessments (Hard-copy braille tests for *Mathematics)*
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is

Response Accommodations

Content Area	Response Accommodations
ELA/Literacy	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
Mathematics	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments

* See notes below

Other Proposed Accommodations for Students with Disabilities

Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks.

What about students who need accommodation not included in the manual?

"Students may require additional accommodations that are not found in the Presentation accommodations, or a student who does not have an IEP or 504 plan may require an accommodation as a result of a recently-occurring accident or illness. PARCC states will review requests for unique accommodations in their respective states on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student, using guidelines comparable across PARCC states."

Accommodations for English Learners

KEY for Table 5 below:

- ● **Highly recommended** for use by English learners at this English language proficiency level
- ◉ **Recommended** for use by English learners at this English language proficiency level
- ○ **May not be appropriate** for students at this ELP level

Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	◉	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	◉	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	● ○	◉	○
Word-to-Word Dictionary (English/Native Language)		●	●

Non-allowable Accommodations

- Requiring a student to be assessed on less content matter than other students because he has been taught less material
- Reducing the scope of assessments so a student needs to complete only a limited number of problems or items
- Modifying the complexity of assessments to make them easier (e.g., deleting half of the response choices on a multiple-choice test so that a student selects from two options instead of four);
- Giving hints, clues, or other coaching that directs the student to correct responses on assignments and tests
- Adults defining vocabulary on the test or explaining test items;
- Allowing the student to complete an assessment of English language arts in a language other than English
- Using dictionaries that provide definitions (rather than an acceptable word-to-word duallanguage dictionary)

Guiding Questions

- What are the student's learning strengths and challenges, and are these based on language needs, a disability, or both?
- How do the student's learning and/or language needs affect the achievement of grade level CCSS?
- Which accommodations are regularly used by the student during instruction and assessments?
- Which new accommodations, if any, would increase the student's access to instruction and assessment by addressing the student' s learning needs and reducing the effects of the student's disability?

More Questions

- Should an existing accommodation be implemented differently?
- What were the outcomes when accommodations were used and when they were not used during classroom assignments and on assessments?
- What is the student's perception of how well an accommodation "works"?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about the effectiveness of accommodation?

Questions