

THE USE OF ACCOMMODATIONS IN INSTRUCTION AND ASSESSMENT: Adding Value to Accommodations Decision-making (AVAD)



South Carolina Department of Education

AGENDA

THE USE OF ACCOMMODATIONS IN INSTRUCTION AND ASSESSMENT: Adding Value to Accommodations Decision-making (AVAD)

June 7, 8, 9, & 10, 2010

9:00 a.m. – 3:00 p.m.*

Attendees: General and Special Education Teachers, District Test Coordinators, Special Education Directors, Guidance Counselors

9:00 a.m. – 9:30 a.m.	Registration/Introduction Coffee Welcome
9:30 a.m. – 12:00 p.m.	Accommodations for Students with Disabilities Accommodations Manual AccSelPro STELLA Access-Enhanced Science Items
12:00 p.m. – 12:45 p.m.	Lunch
12:45 p.m. – 2:45 p.m.	Improving Documentation of Accommodations <u>IEPs</u>
2:45 p.m. – 3:00 p.m.	Wrap-up Questions and Answers

Ice Breaker



Why are we here?



- AVAD was an Enhanced Assessment Grant (EAG) funded by the US Dept of Education (2006-2010)
- Goal - to ensure the valid, effective use of accommodations designed to increase access to large-scale assessments for English language learners and students with disabilities

AVAD's Objectives



1. to validate and enhance the Selection Taxonomy for English Language Learner Accommodations (**STELLA**)
2. to create and validate a decision-making taxonomy for the Accommodations Selection Process (**AccSelPro**) based on the *ASES Accommodations Manual* and publish the program

AVAD's Objectives



3. to develop 20 prototypes of computer-based access enhanced science items for grade four, and
4. to disseminate results through reports, the SCDE's Web site, User and Technical Manuals for STELLA and AccSelPro, the *ASES Professional Development Guide* video, and Workshops



What will we learn today?

How to:

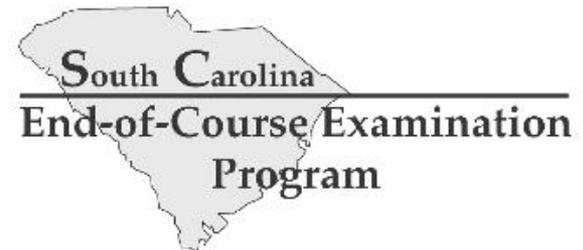
- use accommodations resources
 - South Carolina Accommodations Manual
 - AccSelPro
 - STELLA
- select, administer, and evaluate accommodations in instruction and assessment for SWDs and ELLs
- improve documentation of accommodations in IEPs

Legislative Notes



- Educational legislation is aimed at accountability and inclusion of all students ensuring equal access to grade-level content standards.
 - No Child Left Behind (NCLB)
 - Individuals with Disabilities Education Improvement Act (IDEA)
 - South Carolina Education Accountability Act (EAA)

South Carolina Assessments



Top 10 Testing Violations

1. “He was supposed to get an oral administration, but we forgot!”
2. “They were not supposed to get an oral administration, but the teacher read it to them anyway.”
3. “She refused to spell every third word in her writing composition.”
4. “The teacher let them use the computer for the writing test and forgot to disable spell-check.”
5. “ We didn’t order test booklets for the students using CD-ROMs.”
6. “The CD-ROMs didn’t read all of the answers choices, so the TA read them to the student.”
7. “I thought cueing meant that I could rephrase the questions.”
8. “ We ran out of CD-ROMs, so we just read all of the questions and all of the answers to the student.”
9. “We didn’t like the way the man was signing on the DVD, so we just turned it off and signed it ourselves.”
10. “Johnny broke his finger last night. Can he used dictation for the writing test?”

Small Group Discussion



K	What accommodations (<i>for instruction and assessment</i>) are you most familiar with?
W	What do you want to learn today?
L	What have you learned today? <i>(to be completed at the end of the day)</i>
H	How do you currently select accommodations for instruction and assessment?

Accommodations Manual

- Based on the manual developed by a consortium of states that make up the Council of Chief State School Officers (CCSSO), State Collaborative on Assessment and Student Standards (SCASS), Assessing Special Education Students (ASES).
- Guidance in the manual pertains to students with disabilities who participate in state assessments with accommodations and the instruction they receive.

Accommodations Manual

- The five-step process :
 - ❑ STEP 1: Expect students with disabilities to achieve grade-level academic content standards
 - ❑ STEP 2: Learn about accommodations for instruction and assessment
 - ❑ STEP 3: Select accommodations for instruction and assessment for individual students
 - ❑ STEP 4: Administer accommodations for instruction and assessment
 - ❑ STEP 5: Evaluate and improve use of accommodations

Step 1:

Expect students with disabilities to achieve grade-level academic content standards

- Ensure that students are working toward grade-level standards by using a range of instructional strategies based on varied strengths and student needs.
- To accomplish this goal, every IEP or 504 plan team member must:
 - be familiar with academic content standards;
 - be familiar with accountability systems at the district and state levels; and
 - participate in collaboration between general and special education educators.

Step 2:

Learn about accommodations for instruction and assessment

Accommodations are:

- practices and procedures that provide equitable access during instruction and assessment for students with disabilities,
- intended to reduce or even eliminate the effects of a student's disability,
- **do not** reduce learning expectations, and
- must be consistent for classroom instruction, classroom assessments, district-wide assessments, and statewide assessments

Student Characteristics:

What are the characteristics of the student?

Has the student indicated preference in using an accommodation?

Has a parent or other staff had input on accommodations?

Does the student need or use the same accommodations for class work as on class assessments?

Classroom instruction and assessment tasks:

What are the instructional and accommodation tasks required of students?

Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?

Are instructional tasks the same as classroom assessment tasks in type and purpose?

Classroom accommodation policy: Consistency with IEP

Are accommodations in the student's IEP being provided?

Are the accommodations included in an IEP changing the targets taught or assessed?

When is it acceptable to change the achievement targets being taught or assessed?

Student Characteristics:

What are the characteristics of the student?

What accommodations does the student regularly use in classroom instruction and assessment?

Has the student indicated preference in using the accommodation?

Does the student demonstrate facility/effectiveness in using the accommodation?

Individual Test Characteristics:

What tasks are required of the student?

What is the test designed to measure?

Are there barriers for the student in doing these tasks?

Are there accommodations already being used in classroom assessment that match the accommodations needed to remove barriers on the state tests?

Are there consequences for using the accommodations?

South Carolina - accommodation policy:

Maintaining validity of assessment

Is the accommodation allowed for the test or portion of the test noted as a barrier?

Are there consequences for using the accommodation?

Review whether the accommodation changes the target of the assessment?

Accommodations Categories

- Presentation
- Response
- Setting
- Timing
- Scheduling



Presentation Accommodations

- Used if student requires instructional or test materials presented in a different manner
- Examples:
 - Large-Print Test Booklets
 - Braille Test Materials
 - Sign Language Materials
 - Oral Administration

Response Accommodations

- Used if student requires an alternate method of responding
- Examples:
 - Non-verbal indication of multiple-choice
 - Responding in test booklet
 - Scribing

Setting Accommodations

- Used if student requires an alternate setting according to individual student needs
- Examples:
 - Individual administration
 - Small group administration

Timing/Scheduling Accommodations

- Used if student requires additional time to complete assignments and/or assessments
- Examples:
 - Frequent breaks
 - Afternoon testing
 - Testing over multiple days

Standard and Non-standard Accommodations

- Standard accommodations - do NOT reduce learning expectations but rather provide a student with access to the general curriculum and assessments.
- Non-standard accommodations - change, lower, or reduce learning expectations. In addition, they increase the gap between achievement of students with disabilities and expectations for proficiency at grade-level.

Non-standard Accommodations

- Examples:
 - Requiring a student to learn less material
 - Reducing assignment and assessments
 - Revising assignments and assessments to make them easier
 - Giving student hints or clues to correct responses



Non-standard Accommodations

- **IMPORTANT:**

- Providing a non-standard accommodation to a student during classroom instruction and/or classroom assessments may have unintended consequences of reducing their opportunity to learn critical content.
- Providing a non-standard accommodation alters the construct the test measures, therefore, resulting scores do not provide information on how the student performed on grade-level standards.
- For South Carolina statewide assessments, the use of non-standard accommodations has implications for both state and federal accountability calculations.
- **STUDENTS THAT RECEIVE A NON-STANDARD ACCOMMODATION ON ANY STATEWIDE ASSESSMENT WILL BE CONSIDERED A NON-PARTICIPANT FOR AYP CALCULATION PURPOSES.**



Additional Resources

- **Fact Sheet 1:** *Presentation Accommodations*
- **Fact Sheet 2:** *Response Accommodations*
- **Fact Sheet 3:** *Setting Accommodations*
- **Fact Sheet 4:** *Timing & Scheduling Accommodations*



Step 3:

Make decisions about assessment accommodations

- IEP and 504 plan teams must appropriately and accurately document accommodations on a student's IEP or 504 plan.
 - Present Levels of Academic Achievement and Functional Performance" (PLAAFP)
 - "Special Factors"
 - "Supplementary aids and services"
 - "Participation in Assessments" sections of the IEP
- Selecting accommodations for instruction and assessment is the role of a student's IEP or 504 plan team.

Step 3 *(continued)*

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. For this reason, IEP and 504 plan teams should involve students in selecting, using, and evaluating accommodations used in instruction and assessment.

Step 3 *(continued)*

The Accommodations Selection Process (AccSelPro)

a research-based Web tool designed by the SCDE to assist IEP and 504 plan teams with making appropriate decisions regarding individual student accommodations

www.accselpro.org

AccSelPro Sample Report

AccSelPro Version (1.0)

Thu May 20 2010

The Accommodations Selection Process (www.accselpro.org)

Accommodations Summary Report

Note: For more information about these recommendations, see the Resource List at the end of the report. The Resource List provides links to Websites that detail best practice in the area of accommodations, and information about what is allowed in your state.

Student Name: _____

AccSelPro Accommodation Id: 399

State: South Carolina

School District: Greenville

School: Fork Shoals Elementary

Step 3 (continued)

Selection Taxonomy for English Language Learner Accommodations (STELLA)

an online decision-making tool designed to assist educators in selecting appropriate testing accommodations for English learners

<http://elladvantage.com/>



Additional Resources

- **Fact Sheet 5:** *Examples of Accommodations based on Student Characteristics*
- **Fact Sheet 6:** *Do's and Don'ts When Selecting Accommodations and Assessment*
- **Teacher Tool 1:** *Access Needs that May Require Accommodations*
- **Teacher Tool 2:** *Accommodations from the Student's Perspective*

Small Group Discussion



AccSelPro

- How can you start using AccSelPro for IEP planning?
- For which type of student would AccSelPro be best used?

★ STELLA ★

- How can you start using STELLA for IEP planning?
- For which type of student would STELLA be best used?

Step 4:

Administer accommodations during instruction and assessment

- Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment.
- Prior to testing, test administrators and monitors should know what accommodations each student will be using and how to administer them properly.

Step 4 (continued)

- When administering accommodations, school staff must adhere to the specific guidelines as detailed in the test administration manual (*TAM*) so student scores are valid.
- Failure to adhere to administration procedures may constitute a breach in test security and will be reported and investigated according to state and local testing policies.



Additional Resources

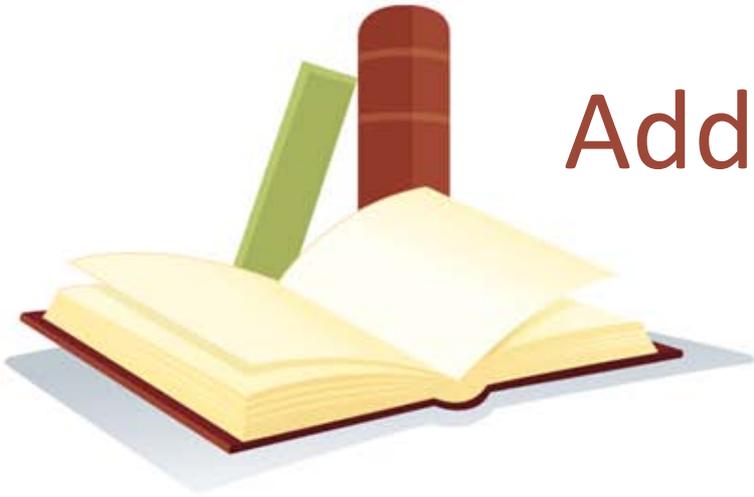
- **Teacher Tool 3:** *Assessment Accommodations Plan*
- **Teacher Tool 4:** *Assessment Accommodations Agreement*
- **Teacher Tool 5:** *Logistics Planning Checklist*

Step 5:

Evaluate and improve accommodations use

- Accommodations must be selected on the basis of:
 - the individual student's needs, and
 - used consistently for instruction and assessment as documented in their IEP or 504 plan.
- IEP or 504 plan team should collect and analyze data on the use and effectiveness of accommodations to ensure the meaningful participation of students with disabilities in the classroom and assessments.

Additional Resource



– **Teacher Tool 6:** *Accommodations Journal*

Access-Enhanced Science Items

- prototypes of computer-based test items that will enhance access for English Language Learners (ELLs)
- intended to measure the same content (*i.e., students' knowledge and skills*) as standard test items, but formatted to remove unnecessary barriers
- makes use of non-linguistic media (*e.g., graphics, animations*) to present test information to students, and provides students with non-linguistic response options (*e.g., clicking on a picture, drag-and-drop*).

Questions/Comments



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