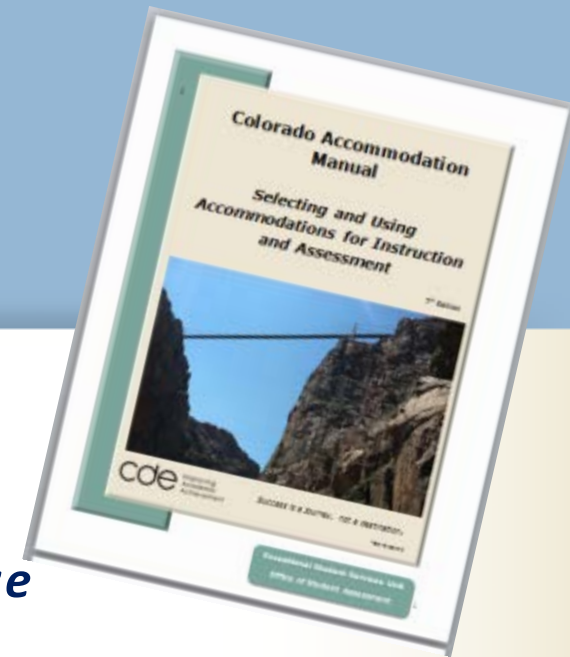


Welcome!

Colorado Department of Education



Overview of the 2013-14
Building Bridges for the Future

Colorado Accommodation Manual **Part II – Assessment Accommodations**

Section VII ACCESS for ELLs
Section VIII CMAS
Appendices

Accessing State Assessments

WIDA, CMAS, Appendices

September 12, 2013



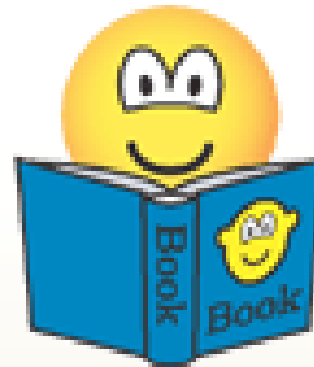
English
Language
Proficiency

ACCESS for ELLs

Alternate ACCESS for ELLs

ACCESS for ELLs

ACCESS for ELLs® is a secure large-scale English language proficiency assessment given annually to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It provides educators and parents information about the English language proficiency level in the language domains of Listening, Speaking, Reading and Writing.



Participation

- **All** students identified as English Language Learners (LEP and NEP).
- **Some** students who are also identified with a disability (IEP or 504 plan) may need additional support to access the assessment.
- **A very small number** of students may qualify to take the Alternate Access for ELLs. Must qualify for the CoAlt as their academic measure.

Who can have accommodations for accessing the assessment?

- Students with an IEP
- Students with a 504 plan

ACCESS

Noun

- the right or privilege to approach, reach, enter, or make use of something

Verb

- to gain access to
- make accessible or available





CONSTRUCT

Noun

- an image, idea, or theory, especially a complex one formed from a number of simpler elements
- a model devised on the basis of observation, designed to relate what is observed to some theoretical framework

Verb

- to build or form by putting together parts
- frame
- to draw so that certain requirements are satisfied

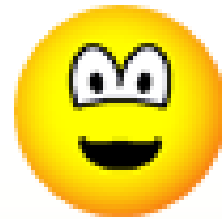
Listening

process, understand, interpret and
evaluate spoken language in a
variety of situations



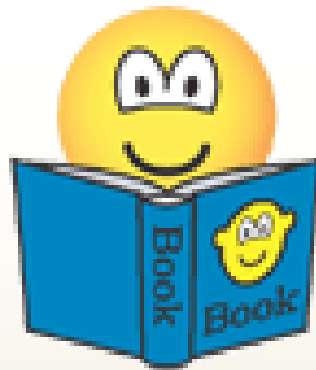
Speaking

engage in oral communication in a variety of situations for a variety of purposes and audiences



Reading

process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency



Writing

engage in written communication in a variety of situation for a variety of purposes and audiences

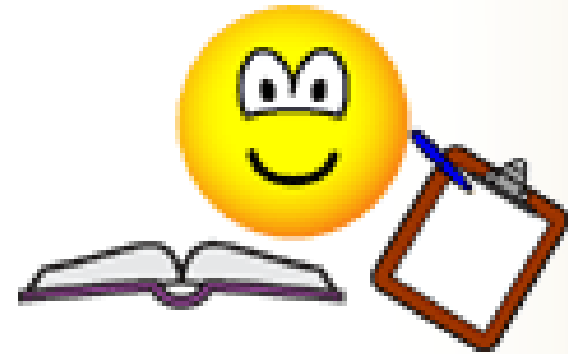


Test Directions

Text in the *Test Administers Script* in **bold**

- Translation into student's native language
- Translation into sign system
- Repeat

- Not allowed
 - Explanation of directions in any language (English and/or native language)
 - Use directions that have been marked by teacher



Presentation Access

Test items – including introductory text and graphic supports

- Translation into sign system (SEE or PSE)
- Reading of test in English
- Use of yellow highlighters
- Use of place markers
- Large print
- Magnification devices
- Audio amplification
- Read-aloud to self
- Not allowed
 - Translation into student's native language
 - Bilingual dictionary



What about students with visual impairments including blindness?

- WIDA is having a meeting on September 19 – 20 and we anticipate to have more information after that.

Setting Access

- School personnel familiar to student
- Non-school setting only in extenuating circumstances (public library)
 - CDE does not support the testing of grievously ill students
- In a separate room
- In a small group
- Preferential seating
- Individually
- Study carrel
- Special lighting
- Special acoustics
- Special furniture
- Equipment/technology



Timing / Schedule Access

Flexibility with timing of test is permitted as documented on student's IEP

- More breaks as needed by student
- Short-segment testing
- Extended time within the same school day
- Extended time over multiple days
 - Not allowed for Speaking



Response Access

Devices and practices used to facilitate testing for student who have difficulty with bubbling or writing in the correct area of the test book

- Braille writers
 - Must be transcribed
- Computer, word processor
 - Spell check – Off
 - Grammar check – Off
 - Dictionary/Thesaurus – Off
- Points/Indicates answers
- Scribe – for students who meet the criteria for all Colorado assessments
- Not allowed
 - Tape recorders
 - Student's native language



Social Studies
Grades 4 & 7

Science
Grades 5 & 8

Colorado Measures of Academic Success (CMAS)

Computer Based

The expectation is that **most** students will be taking the Colorado Science and Social Studies Assessments using an electronic platform (i.e., computer).

- Paper-based assessments will be available for a small number of students who are unable to access the computer-based assessment for a specific reason (for example, seizures from using a computer, need to use braille, adaptive input does not work with test engine, etc.).
- Additionally, some accommodations are not yet available in the computer-based testing environment and are only available via a paper-based assessment. (Assistive Technology)





Vocabulary

- Tools
 - Part of the test engine
 - Available for all students
- Embedded Accommodations
 - Part of the test engine
 - Available to students with an IEP, 504 plan or identified as ELL
 - Identified and turned on prior to testing
- Locally Provided
 - May be on the computer, or on a Paper/Pencil form

Tools

| Embedded Tools for Computer-Based Testing in CMAS Operational Administration | | | | | | | | |
|---|-------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|
| | Windows | | Mac | | iOS | | Chrome OS | |
| | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 |
| TOOLS – Available for All Students | | | | | | | | |
| Eliminate Answer Choice | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Flag Items for Review | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Magnification/Enlargement Device | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Notepad | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Calculator - Scientific | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Calculator - Four function with square root | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Pencil tool | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Ruler Inches/Centimeters | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Audio with Volume Control | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Highlight tool | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Spell Check | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Writing Tools (Cut/Copy/Paste) | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Line Guide | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Tools – Can be selected locally in the online platform prior to administration based on students individual academic need | | | | | | | | |
| Text-to-Speech | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

- Eliminate answer choice
- Flag items for review
- Magnification/Enlargement
- Notepad
- Calculator
- Pencil tool
- Ruler
- Audio with Volume Control
- Highlight
- Spell Check
- Writing Tools
- Line Guide
- **Text-to-Speech**

Tools

Eliminate Answer Choice

Which students are in favor of

- A** ~~Students 1 and 4~~
- B** Students 2 and 3
- C** ~~Students 1 and 3~~
- D** Students 2 and 4

Pencil Tool

- A** the deposition of sand
- B** the motion of the tides
- C** the erosion of beaches
- D** the evaporation of water

Magnification / Enlargement

We do not know specifics of how it will work – only that it will be available.



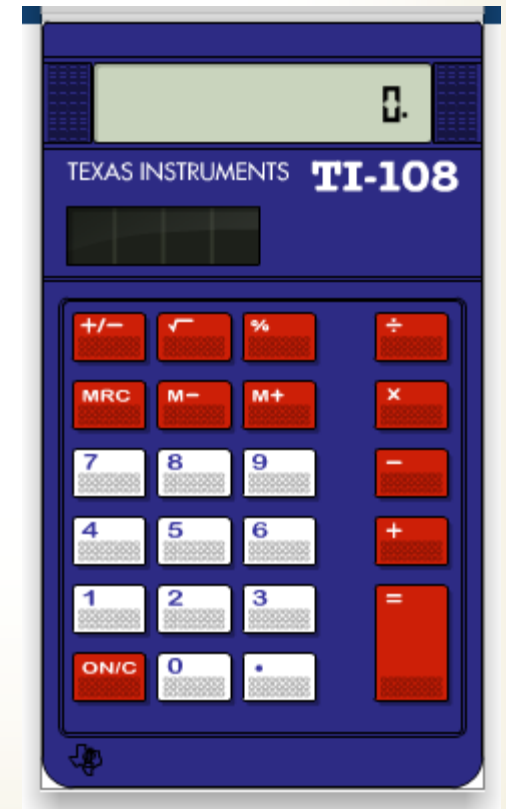
It will use the screen size provided – thus a larger screen will be able to provide larger text and graphics with less scrolling.

Calculator

Older grades

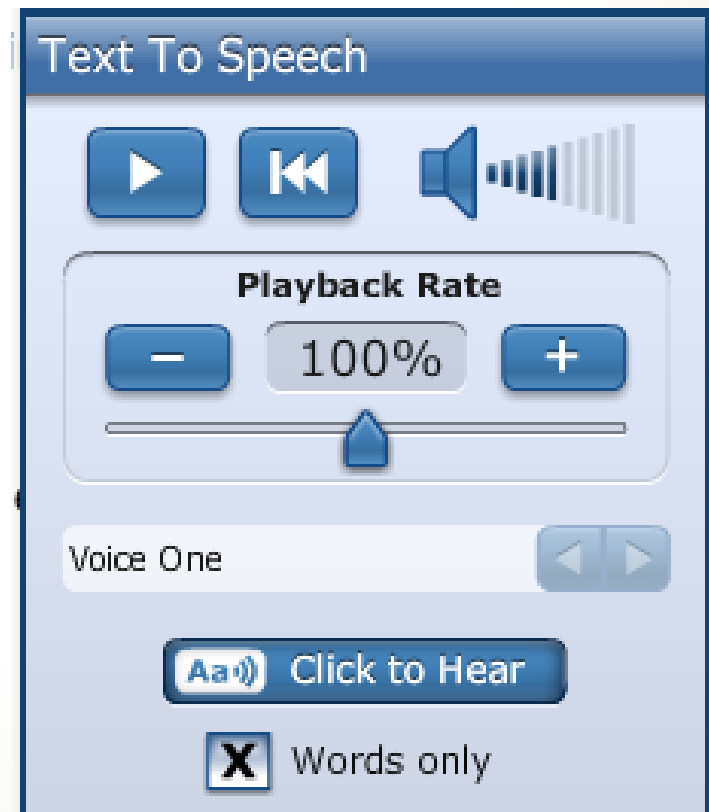


Younger Grades



Text-to-Speech

- Speed, volume, and voice options are available.
- Word-by-word highlighting accompanies a continuous read of the item text.
- Considerations
 - Bandwidth
 - Headphones
 - Screen real estate
 - Must be “turned on” locally prior to the assessment



Embedded Accommodations

| Accommodations for Computer-Based Testing in CMAS Operational Administration | | | | | | | | |
|---|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | Windows | | Mac | | iOS | | Chrome OS | |
| | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2014 |
| Embedded Accommodations – Can be selected by locally in the online platform prior to administration according to a student’s 504, IEP, or English Learner Plan. | | | | | | | | |
| Color Contrast Settings | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Spanish Audio | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Embedded Accommodations – do not need preselected | | | | | | | | |
| Spanish written Responses | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

Color Contrast Settings

-  Black on Cream
-  Black on Light Blue
-  Black on Light Magenta
-  White on Black – reverse contrast
-  Light Blue on Dark Blue

Spanish Audio

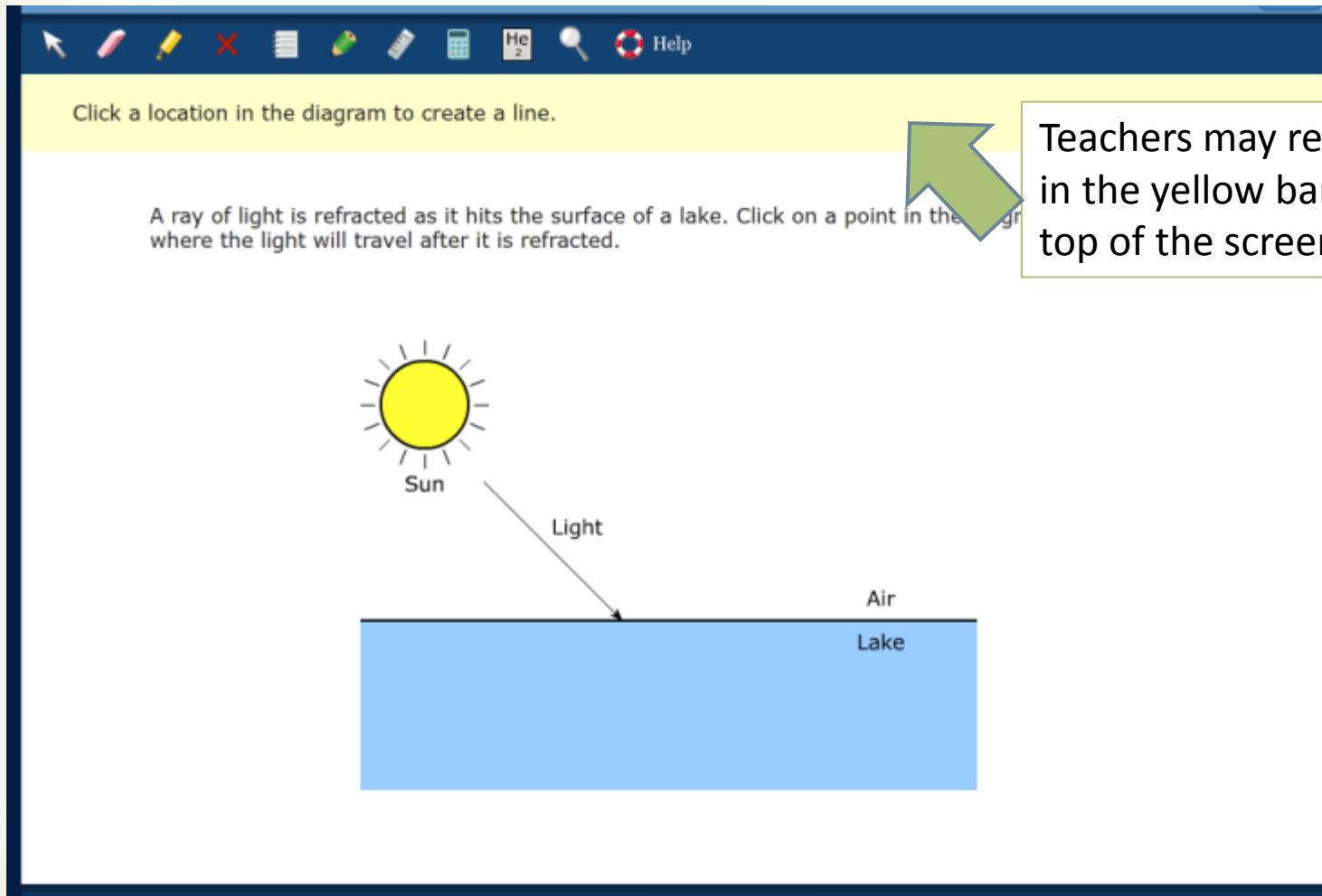
Spanish Written Responses



Locally Provided

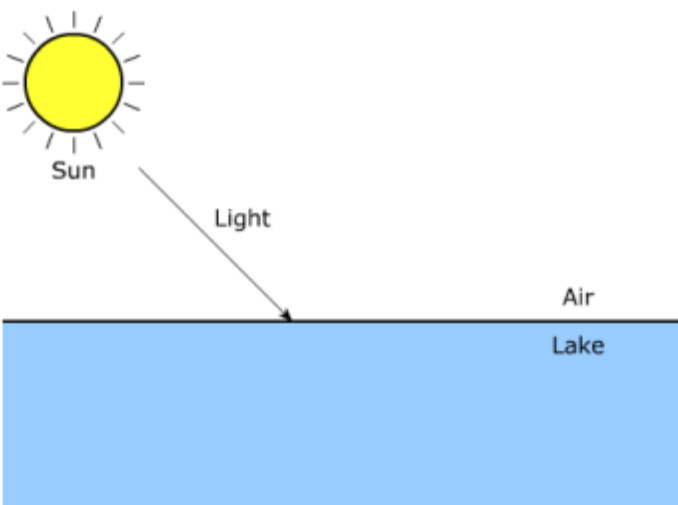
- **Teacher Read Directions**
- Word-to-Word dictionary
- Translated Oral Script**
 - Spanish Provided
 - Other languages locally translated
- As documented in the IEP, 504 plan or ELA plan
 - Small group
 - Extended time
 - Multiple breaks
- Scribe*

Teacher Read Directions



Click a location in the diagram to create a line.

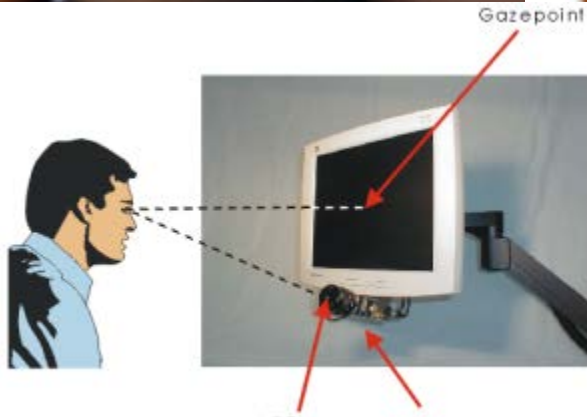
A ray of light is refracted as it hits the surface of a lake. Click on a point in the diagram where the light will travel after it is refracted.



Teachers may read what is in the yellow band on the top of the screen.

Scribe

We do not know specifics of how it will work – only that it will be available.



For students with a physical disability that prohibits them from accessing the computer-based assessment.

- Extreme fatigue
- Incompatible A.T.



Assistive Technology

** A number of “plug and play” devices are being investigated for compatibility with the computer-based test engine. A list of compatible devices will be provided at a later time, once a determination is made that a device works without error.



As Documented in IEP, 504 plan or ELA plan

Extended Time

- Generously allotted testing sessions
- Separate environment

Breaks

- Does not stop the clock



Translated Oral Scripts

- Computer-based
 - As long as the student is responding in English or Spanish
- Indicated prior to testing in PearsonAccess will “force” onto one form.
- Spanish
 - Provided
- Other languages and sign language
 - a script will be provided for translation at the local level

Small Group

PARCC Wording

Principals may determine any student requires one or more of the following test administration considerations regardless of the student's status as a student with a disability or who is an English learner:

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

Colorado Small Group

As documented in the IEP, 504 plan or ELA plan

If the plan does not give a specific number consider:

- What is the small group size used in instruction and on classroom and district assessments? data

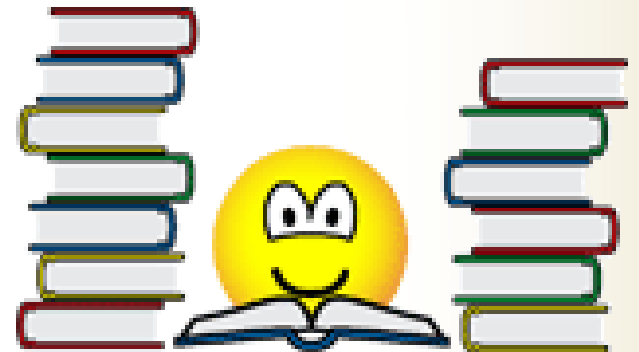
Paper/Pencil Accommodations

- Braille
- Speech-to-Text
- Word Prediction
- Locally translated responses



Remember

- There is no limit to what is used in the classroom to help students access instruction
- Accommodations on the assessment it must maintain the construct of the assessment
- When in doubt ask



Appendix

- Letter to Superintendents
 - No Opt Out
- Instruction for Signing of Oral Scripts
- Instructions for Scribe
- Verification of Removal of Saved Data
- Nonstandard Accommodations
 - Dual assessment request form in section 3
- SwDCLD
- Monitoring and Documentation
- Universal Design

Letter to the Superintendent

Misconception 1: Parents may “opt out” their child(ren) from participating in the state assessment program (TCAP/CoAlt).

Clarification: Per Colorado law [22-7-409(1.2)(d)(I)(A)], as part of the school and district accountability system, every student enrolled in a public school is required to take TCAP or CoAlt. There is nothing in this section of the law allowing parent’s choice regarding this testing. Some have suggested that State Law [22-1-123 (5) (a)] gives parents an “opt out” from state assessments because it states, “Schools (etc.)... shall obtain the written consent of a student’s parent or legal guardian prior to the student being given any survey, analysis, or evaluation...” However, this law only pertains to certain types of sensitive, personal student information such as political affiliations, illegal behavior, and family income that are specifically listed in the statute. The TCAP and CoAlt are *not* among the surveys, analyses or evaluations referenced in this statute. In fact as of 2012, the statute explicitly excludes TCAP/CoAlt: “except that the requirement of written consent does not apply to a student’s participation in an assessment administered pursuant to section 22-7-407 or 22-7-409...”

Nonstandard Accommodations

December 13, 2013

- Be specific
- Be individualized
- Include documentation of need – (IEP or 504)
- Have SASID (10-digit)
- Two signatures
- All the questions answered



Thank you

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