



COLORADO
Department of Education

Assessment Accommodations 2017-18

Who are the students?

Disability Category	N (2016)
Intellectual Disability	2,543
Serious Emotional Disability	5,474
Specific Learning Disability	39,022
Hearing Impairment, including Deafness	1,319
Visual Impairment, including Blindness	273
Autism Spectrum Disorders	7,111
Traumatic Brain Injury (TBI)	524
Speech or Language Impairment	17,422
Deaf-Blindness	26
Multiple Disabilities	4,087
Developmental Delay	8,992
Orthopedic Impairment	443
Other Health Impairment	10,203
	97,439

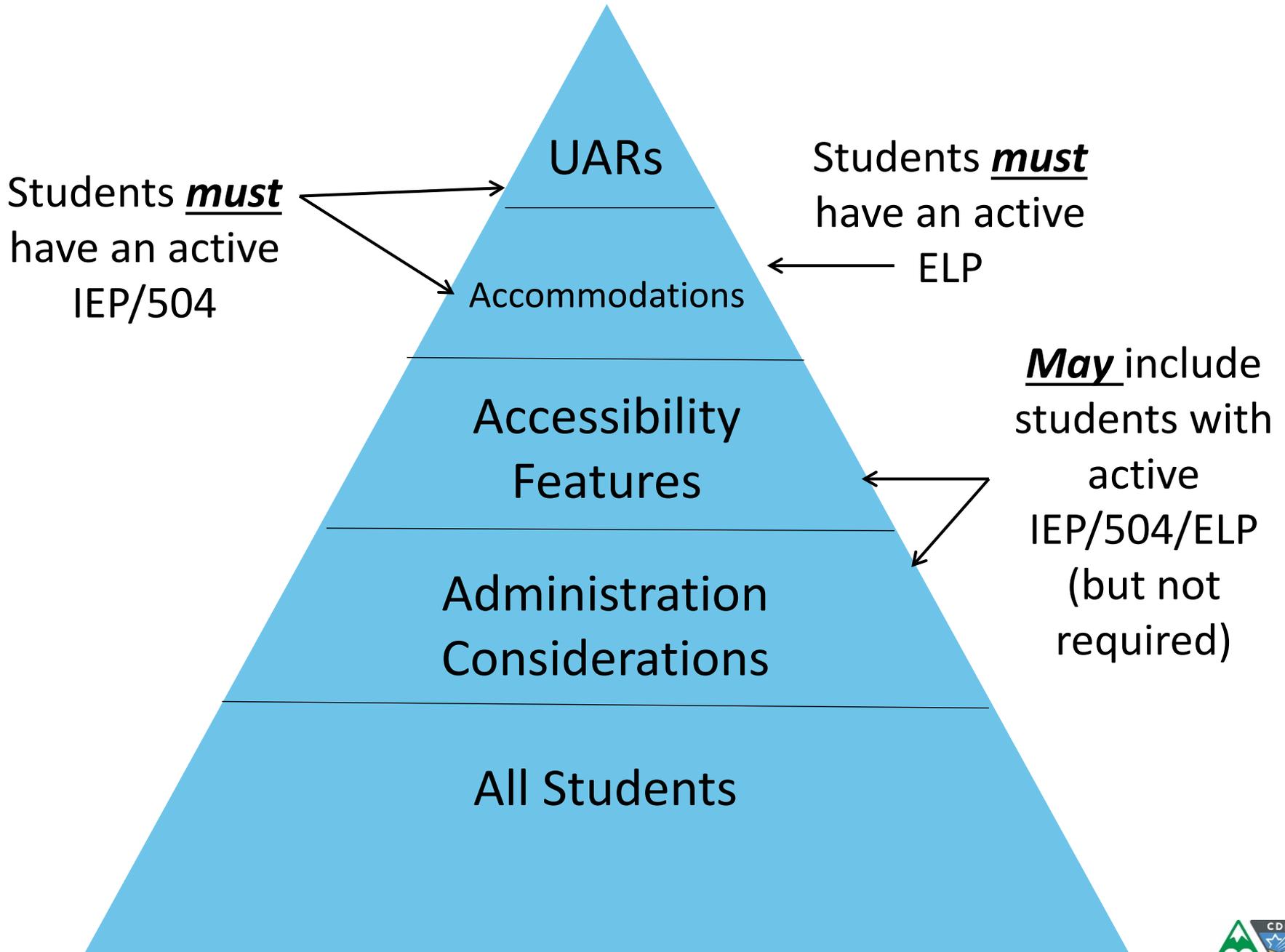
Accommodations are...

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability.

- The stipulations for providing an accommodation are:
 - the determination of need for a student must be made on an individual basis
 - accommodations are documented in a formal plan
 - accommodations are evaluated regularly for effectiveness
 - the accommodation is routinely used for both instruction and assessment according to the guidelines set forth by ESSU

Accommodations are not...

- Intended to give advantage
- Used to reduce learning expectations
- Used to replace instruction/intervention
- Intended to help all students “do better”
- Used without evidence of effectiveness
- Used for the convenience of the adult



The Assessments

- Access for ELLs 2.0
 - Alternate Access
- CMAS
 - Math and ELA/Literacy (CSLA), Science, and Social Studies
- CoAlt
 - ELA & Math (DLM)
 - Science and Social Studies
- CO PSAT 9, 10, & SAT
 - Alt ELA & Math (DLM)

WIDA: ACCESS

ACCESS for ELLs Accommodations

- Online
- Paper
- Kindergarten
- Alternate Access

Access for ELLs

Accommodation	Online	Paper	Domain
Braille	Na	X	L,R,W
Extended time of a domain over multiple days	X	X	L,R,S,W
Extended speaking test response time	X	X	L,R,S,W
Extended testing time within the school day	X	X	L,R,W
Human Reader for items	Na	X	L,S,W
Human Reader for response options	X	X	L
Human Reader for repeat of items	X	X	L,S,W
Human Reader for repeat of response options (once)	X	X	L
Interpreter signs test directions	X	X	L,R,S,W
Large Print	X	X	
Manual control of item audio	X	X	L,S,W
Non-school setting for administration	X	X	L,R,S,W
Repeat item audio	X	X	L,S,W
Scribe	X	X	L,R,W
Student responds with recording device	X	X	W
Word processor or external device	X	X	L,R,W

Kindergarten Access for ELLs

Accommodation
Extended testing of one domain over multiple days
Extended speaking test response time
Extended test time within one school day
Human reader for items and response options
Human reader for repeat of paper-based test items
Human reader for repeat of response options one time
Manual control of item audio
Repeat item audio

Alternate Access for ELLs

Accommodation

Extended testing of a test domain over multiple days

Extended Speaking test response time

Extended testing time within the school day

Human Reader for Items

Human Reader for Response options

Human Reader for Repeat of paper-based Test Items

Human Reader for Repeat of Response Options one time

Manual control of item audio

Repeat item audio

Access for ELLs

- Prior to testing, indicate in test management system:
 - Manual control of item audio (MC)
 - Repeat item audio (RA)
 - Extended Speaking test response time (ES)
- Must be pre-ordered
 - Braille forms
 - Large Print
 - Paper forms

CMAS Accommodations

CMAS Accommodations

- Administrative Considerations
- Accessibility Features
- Presentation Accommodations
- Response Accommodations
- Timing & Scheduling Accommodations
- Accommodations for ELs

Administrative Considerations

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

Accessibility Features

- Answer masking
 - Audio amplification
 - Color contrast
 - Answer Eliminator
 - Frequent Breaks (Does not stop the clock)
 - General admin directions read aloud/repeated/clarified
 - Highlight tool
 - Headphones/noise buffers
 - Line Reader
 - Magnification/enlargement
- Notepad
- Pop up glossary
 - Spell Check or External Spell Check Device
 - Text-to-Speech for Math, SC, SS
 - Time and a Half for SC, SS
 - Oral Script (Reader/Signer) for Math, SC, SS
 - Writing Tools

Text-to-Speech: Math/SC/SS

- TTS: Math/SC/SS
 - Accessibility feature available to all students
- DO NOT assign to students “just in case”
 - Requires too much bandwidth
 - Security issues
 - Students will not benefit if they do not use TTS regularly during instruction and on class/district assessments
 - Students don't use it...

Presentation Accommodations

- **Assistive technology (AT)**
- Auditory Presentation: Text-to-Speech (TTS), Oral Script for reader/signer*
- Braille
- Human signer for test directions
- Large print

*For ELA these require an approved UAR

Large Print and Braille

- Large print
 - 18 point font
 - 14x18
- Braille
 - UEB - ELA, Science, Social Studies
 - UEB with Nemeth - Math
- Zoom (CBT)
 - 300 times larger
- Other Enlargement Options
 - Project onto white board
 - Project onto wall

Response Accommodations

- Assistive technology
- Braille/braille note taker
- Talking calculator/Abacus/Tactile math manipulatives
- Calculation device and math charts and counters*
- Speech to text (cannot connect to the internet)
- Scribe/signer**
- Word prediction

* For Math a UAR is required for the non-calculator sections

**For ELA these require an approved UAR

Timing/Scheduling Accommodations

- Multiple breaks (stops the clock)
- Extended time (complete unit in one day)
 - Must balance testing time with loss of instructional time
 - Test fatigue
- Double Time
- Time and a half – ELA and Math
 - Time and a half is built into the total time for Science & SS

Unit Times

Content	Units	Unit Testing Time	Time-and-a-half	Double-time
ELA				
Math	TBD			
Elm Science/Social Studies	3	80	80	110
HS Science/Social Studies	3	50	50	70

Accommodations for EL Students*

- Time and a half for ELA/Math
- Double time
- Word-to-Word dictionary
- Speech to text (cannot connect to internet; requires IEP/504)
- Human scribe/human signer (requires IEP/504)
- General admin directions read aloud/repeated/clarified in native language (Translated “Say” directions)
- Transadaptation of math, SC, and SS into Spanish
- Large print for math, CSLA, SS, and SC (requires IEP/504)
- Text to speech for math, SC, and SS in Spanish
- Auditory Presentation: reader for math, SC, and SS in Spanish
- Auditory Presentation: reader for math, SC, and SS in native language

*Please see Section 6 of the Procedures Manual for eligibility guidelines

The Assessments (Special Notes)

- CSLA is an accommodated form for ELA/Literacy
 - Students in 3rd & 4th grades who qualify
 - Eligibility guidelines will be posted here
<http://www.cde.state.co.us/assessment/csla>
 - Paper based
 - Oral Scripts & Large Print
 - Extended time for students with an IEP/504

Nuts and Bolts

- Administrative Considerations
 - Can be individual or group
 - Two students misbehave when sitting near each other so they test in different classrooms
 - A group of students typically have math instruction directly after lunch so they take their math unit directly after lunch
- Accessibility Features
 - Available to everyone, including students with an IEP/504
 - Should only be assigned individually
 - Assign TTS in math to a student who needs it and uses similar strategies during instruction
 - Do not assign TTS in math to the entire class “just in case”

Accommodations and Emergency Accommodations

- Accommodations
 - Students must have an IEP/504/ELP
 - Students must use the accommodation during instruction on a regular basis
 - Students should not use the accommodation for the first time on the day of the test
 - **NOT** used for the convenience of staff
 - “it’s just faster if I write it down for him...”
- Emergency Accommodations
 - Are not documented in an IEP/504
 - Documentation is maintained at the district level

Features/Accommodations Indicated in PA^{next}

- Braille
- Color Contrast
- Extended Time
- Large Print
- Auditory Presentation*
 - TTS
 - Oral Script: Reader/Signer
- Scribe
- Translation of the assessment (Spanish) Math, SC, SS
 - Spanish TTS
 - Paper
 - Large Print
- Speech-to-Text (only non-internet based)
- Calculator/Math Charts and Counters (non-calculator sections)*
- Word Prediction
- Word-to-Word Dictionary

Unique Accommodations

- Unique Accommodations Request (UAR)
 - Students must have an active IEP/504
 - Recent data documenting need/use
 - Form completed, signed by DAC, submitted to CDE by Dec 15
- Accommodations requiring a UAR
 - ELA/Literacy
 - Human Scribe (Constructed Response)
 - Auditory Presentation: Oral Script Reader/Signer, TTS
 - Math
 - Calculator on non-calculator sections

Unique Accommodations

- UAR Submission Process
 - Teacher completes UAR with data from current school year
 - DAC reviews UAR and approves the request
 - DAC places UAR in UAR folder in Syncplicity
 - Organize by school if more than 5 student requests
 - Complete excel spread sheet with the necessary information
 - Email both Mindy and Margo to inform CDE that the requests are there
 - CDE will respond to each request in writing through the use of the spreadsheet
 - Mindy will email the DAC when the UARs have been reviewed
 - Information regarding the reason a UAR was denied will be included for each request on the spreadsheet
 - UARs may be resubmitted within the given window
- After 12/15 - only students new to the district or with a new IEP are eligible for a UAR

UARs by the numbers...

	2015	2016	2017
Auditory Presentation	419	326	729
Calculator	92	267	330
Scribe	71	78	99
Other	NA	NA	3

	TTS	Oral Script
ELA	478	113
Math	46,725	1,219

Reminders

- Speech to text devices **CANNOT** connect to the internet
 - Train the device early and often
 - Repeated practice is necessary
- Math Charts and Counters are approved at the district level and do not come to CDE
 - Number lines are not an approved tool and cannot be used on the math assessment

CMAS Additional Orders

- Do not place an additional order (AO) for accommodated materials unless you have an “actual” student registered for that accommodation
 - AO will not be approved
 - Potential for test security issues
- Braille and Large Print forms must be printed in advance

CoAlt
ELA and Math
Science and Social Studies

Accommodations for Co-Alt (all content areas)

- Read any part of the test
- Use representative objects/photos/alternate pictures instead of provided pictures or in addition to test items
- Substitute items as needed (as long as construct being measured is not altered)

Co-Alt (ELA & Math)

Category 1 Supports Provided in KITE Client Via Access Profile	Category 2 Supports Requiring Additional Tools/Materials	Category 3 Supports Provided Outside the System
<ul style="list-style-type: none">▪ Magnification▪ Invert Color Choice▪ Color Contrast▪ Overlay Color▪ Spoken Audio	<ul style="list-style-type: none">▪ Uncontracted Braille▪ Alternate Form-Visual Impairment▪ Single-switch System /Access Profile Enabled▪ Two-switch System▪ Individualized Manipulatives▪ Calculator	<ul style="list-style-type: none">▪ Human Read Aloud▪ Braille-BVI-Read Aloud▪ Sign Interpretation of Text▪ Language Translation of Text▪ Test Administrator Entering of Responses for Student▪ Partner-Assisted Scanning (PAS)

Co-Alt Accommodations Indicated in PA^{next} (SC & SS)

- Assistive technology (including high technology and low technology devices)
- Braille
- Eye gaze
- Modified picture symbols
- Objects
- Translation into student's native language
- Other

PSAT & SAT

CO PSAT and SAT

- ALL students in 9th, 10th, and 11th grade participate in college readiness exams
 - PSAT/SAT accommodation requests are handled directly by the College Board
 - Remember to “connect the dots”
 - Accommodations approved by College Board last year are still approved
 - State accommodations must be approved each year
 - College Board only offers UEB for students requiring braille

The DLM ELA & Math assessment is used for any student who participates in state alternate assessment and is enrolled in 9th, 10th, or 11th grade

CO PSAT and SAT

- Not all specific CMAS accommodations are available on PSAT/SAT
 - Paper based (i.e. TTS is NOT available but a Human Reader is)
- When in doubt, use the open ended box in Enrich
- Accommodations are handled at the school level

**Student Personally Identifiable Information
and the
Implications for the Use of Technology
on
State Assessment**

- Children's Online Privacy Protection Act (COPPA, 1998)
- Colorado Student Data Transparency and Security Act (2016)

Personal Information means... a photograph, video, or audio file where such file contains a child's image or voice...

(Federal Register Vol. 78 (No. 12), January 17, 2013; p. 4009)

Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501-6505

Children's Online Privacy Protection Rule: Final Rule Amendments To Clarify the Scope of the Rule and Strengthen Its Protections For Children's Personal Information; 16 C.F.R. Part 312

CO Student Data Transparency and Security Act

“Student personally identifiable information” means information that, alone or in combination, personally identifies and individual student or the student’s parent or family, and that is collected, maintained, generated, or inferred by a public education entity, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

Google User Agreement

"When you upload, submit, store, send or receive content to or through our Services, you give Google (and those we work with) a worldwide license to use, host, store, reproduce, modify, create derivative works (such as those resulting from translations, adaptations or other changes we make so that your content works better with our Services), communicate, publish, publicly perform, publicly display and distribute such content."

Apple User Agreement

To the extent that your Apple-branded computer supports the dictation feature, you can choose to have either your Mac or Apple's servers perform the speech recognition for you. If you use Enhanced Dictation, your Mac will convert the things you say into text without sending your dictated speech to Apple. If you use server-based Dictation, the things you say will be recorded and sent to Apple to convert what you say into text and your computer will also send Apple other information, such as your name and nickname; and the names, nicknames, and relationship with you (e.g., "my dad") of your address book contacts (collectively, your "User Data"). All of this data is used to help Dictation better recognize what you say. It is not linked to other data that Apple may have from your use of other Apple services. By using server-based Dictation, you agree and consent to Apple's and its subsidiaries' and agents' transmission, collection, maintenance, processing, and use of this information, including your voice input and User Data, to provide and improve Dictation and Siri functionality in Apple products and services. You can turn off or change your preferences for Dictation at any time by going to the Dictation & Speech pane within System Preferences

CDE Assessment Policy

- Internet access has been restricted since CSAP/TCAP
 - “Additional considerations for test security apply when students are using assistive technology. Students must not be able to access any additional programs or the Internet while taking the assessment.” (Colorado Accommodations Manual 2011-2012, p. 75)
- Current language
 - “Some students may require software that is not compatible with TestNav 8. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access.” (CMAS and CoAlt Procedures Manual Spring 2018, Section 6)

Wrap-Up and Final Points

ESSU Contacts by Program

<https://www.cde.state.co.us/cdesped/sd-main>

Autism Spectrum Disorder

[Email Brooke Carson](#)

Deaf-blindness

[Email Tanni Anthony](#), [Email Gina Herrera](#)

Developmental Delay

[Email Marcia Blum](#)

Hearing Impairment, Including Deafness

[Email Ruth Mathers](#)

Infant/Toddler with a Disability

[Email Chris Miller](#)

Intellectual Disability

[Email Gina Herrera](#)

Multiple Disabilities

[Email Gina Herrera](#)

Orthopedic Impairment

[Email Jayne Dougherty](#)

Other Health Impaired (OHI)

[Email Kathy Patrick](#)

Serious Emotional Disability

[Email Julia Wigert](#)

Specific Learning Disability (SLD)

[Email Jill Marshall](#)

Speech or Language Impairment

[Email Tami Cassel](#)

Traumatic Brain Injury (TBI)

[Email Heather Hotchkiss](#)

Visual Impairment, Including Blindness

[Email Tanni Anthony](#)

Final Points

- More is not necessarily better
- Not all accommodations benefit all students
- Extended time is often over assigned
- Is the use of a human scribe/signer providing equitable access or an advantage?
- Accommodations will not provide benefit if the student does not use them during instruction on a regular basis
- If it's in the IEP, the student must be offered the accommodation

Resources

- Directions/guidance for UARs
<http://www.cde.state.co.us/assessment/trainings>
- Instructional information regarding accommodations
<https://www.cde.state.co.us/cdesped/accommodations>

Questions?

Assessment Accommodations Questions

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Instructional Accommodations Questions

Tanni Anthony

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Thank You!

