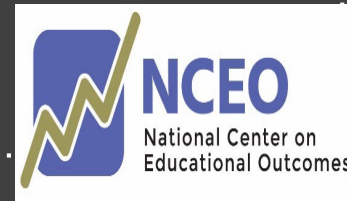


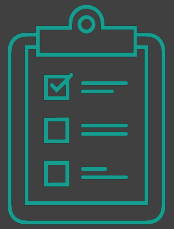


Accommodations Considerations in Pre-College and Postsecondary Assessments for Deaf Individuals

Linda Goldstone, Stephanie Cawthon,
and Martha Thurlow

1/30/2019





Session Objectives

Postsecondary Outcome Data

Test Barriers as Systemic

Test Access Through Accommodations

Test Planning and Self Advocacy

National Deaf Center Mission



NDC provides evidence-based strategies to deaf individuals, family members, and professionals at the local, state, and national levels with the goal of closing education and employment gaps for deaf individuals.



Assessment Task Force

Purpose: To convene thought leaders to discuss the accessibility of assessments for deaf individuals in postsecondary environments and develop products and resources to move the field forward.

Look at Outcome Data

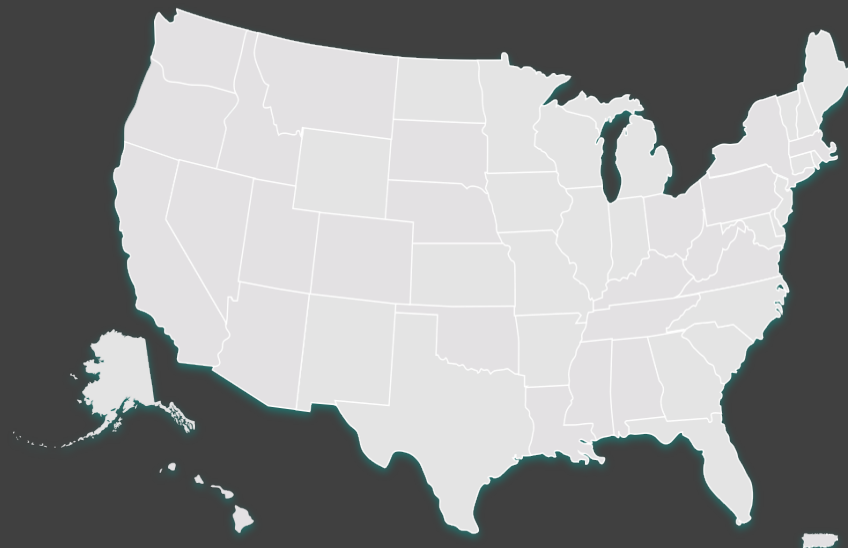


State Rankings of Postsecondary Achievement for Deaf People: 2012-2016

Carrie Lou Garberoglio
Jeffrey Levi Palmer
Stephanie Cawthon
Adam Sales

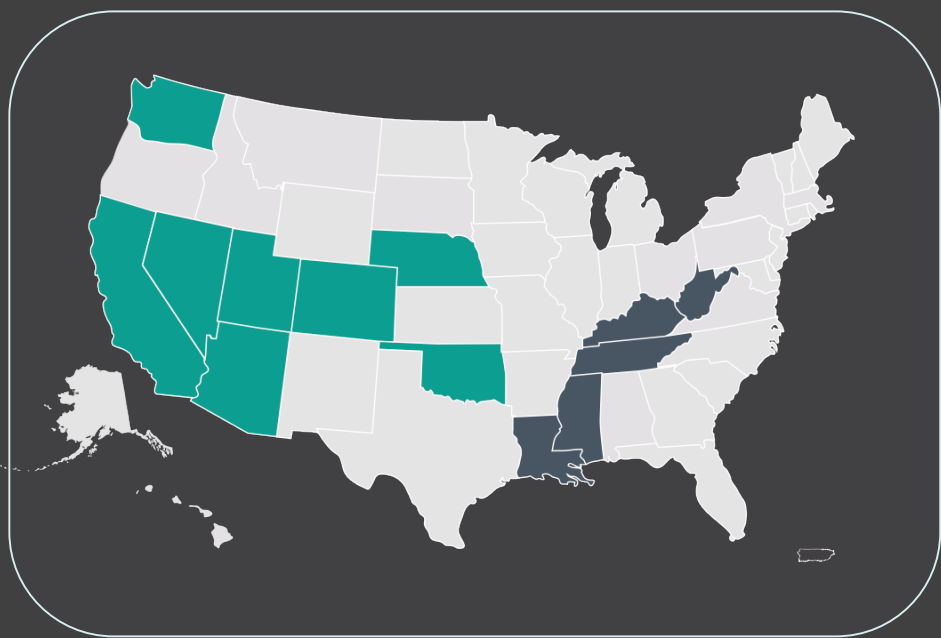


NDC
National Deaf Center
on Postsecondary Outcomes





High School Completion



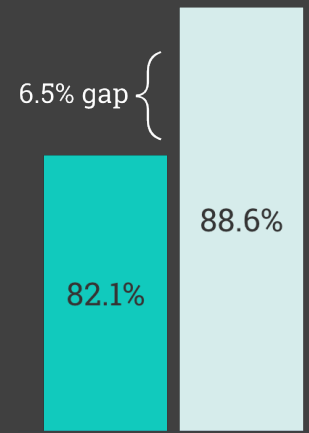
- **Smallest Gaps: UT, NE, NV, AZ, OK, CO, WA, CA**
- **Largest Gaps: PR, KY, WV, MS, TN, LA**



Deaf

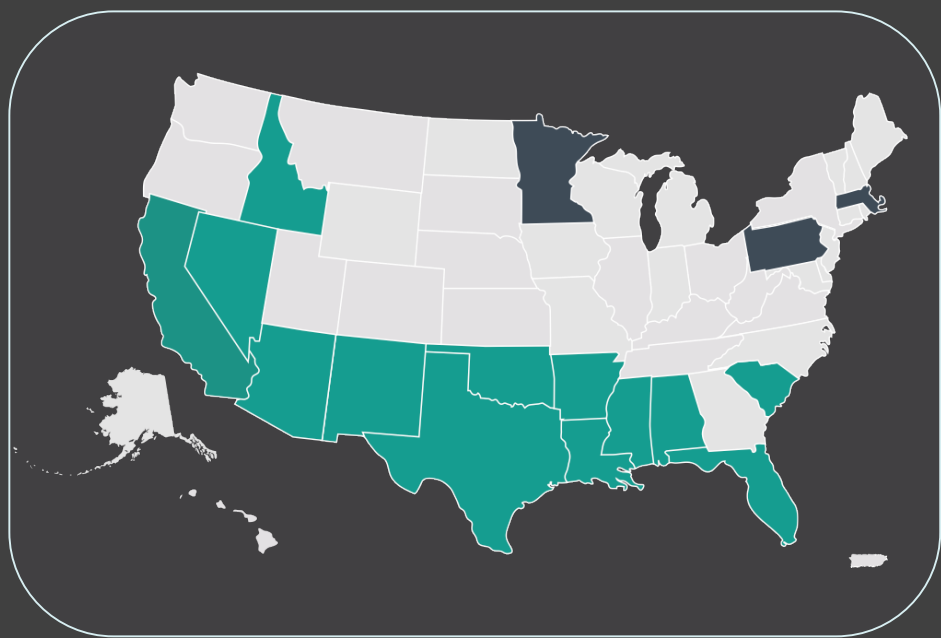


Hearing

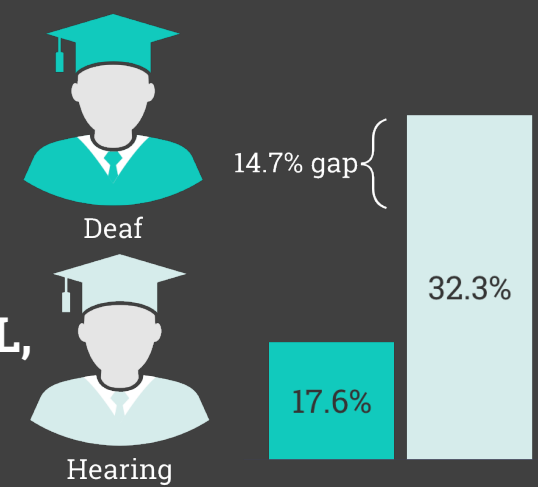




Bachelor's Completion

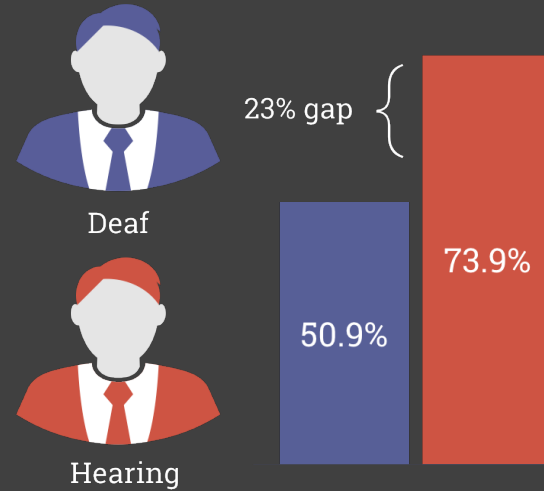
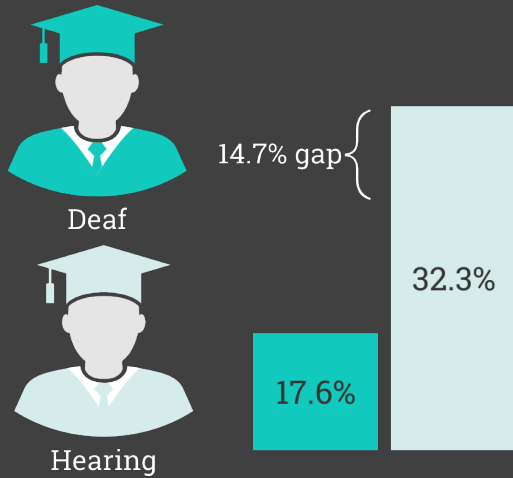
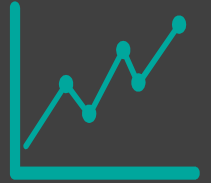


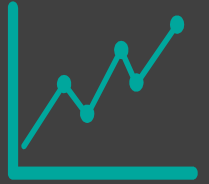
- **Smallest Gaps:** ID, NV, NM, OK, MS, FL, AR, AL, AZ, LA, SC, TX, CA
- **Largest Gaps:** MA, MN, PA



Bachelor's Degree Gap

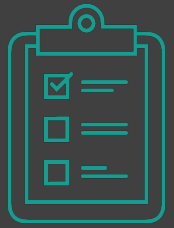
Employment Gap



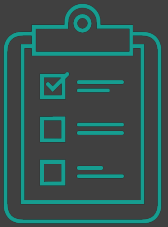


**Assessment is a critical
access issue in
postsecondary settings.**

Test Access Barriers



It is important to identify the barriers in the provision of accommodations for deaf individuals, during learning, but also during testing.



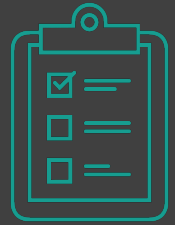
Test Access As Systemic

School: admission and placement policies

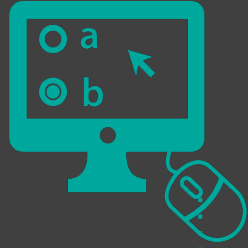
Work: licensure, certification, evaluation

Federal laws: reasonable accommodations

Individual Experiences Vary



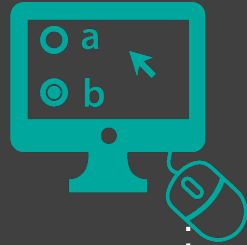
- **Exposure to robust language models**
- **English as a second language**
- **Communication access**



Possible Test Barriers

- English as a second language
- Emerging readers
- Reading fluency
- Specific vocabulary and concepts
- Processing language and task demands

Improving Test Access

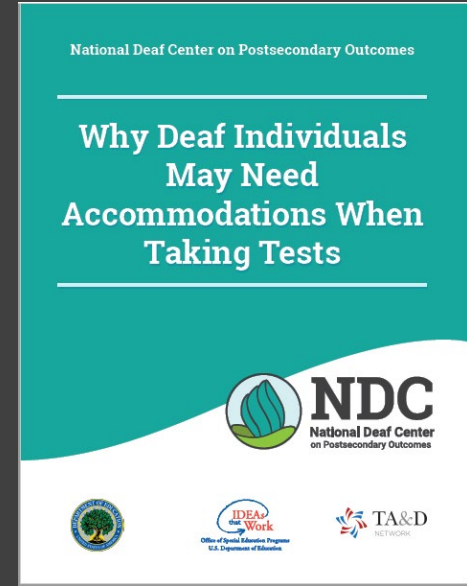


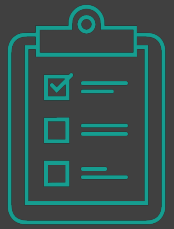
- **Item content and familiarity with concepts**
- **Vocabulary and language structures**
- **Flexible test formats**
- **Practice with accommodations**
- **Test construct & accommodations policies**
- **Self-advocacy opportunities**

Taskforce Resource



Why Deaf Individuals May Need Accommodations When Taking Tests

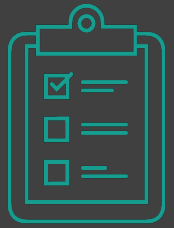




Assessment Accommodation Planning Guide

Purpose: Assist counselors, parents, transition specialists, and deaf individuals in applying for and obtaining assessment accommodations across different critical postsecondary assessments.

Three Key Sections

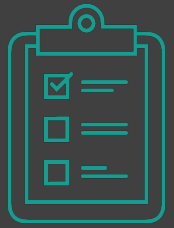


Prepare for
the Test

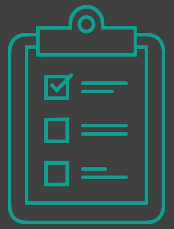
During the
Test

After the
Test

Prepare for the Test (5 steps)

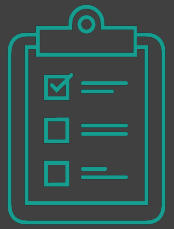


- **Gather information: Test content, format, accommodation policies, preparation resources.**
- **Take practice tests and accommodations.**
- **Apply for accommodations.**
- **Prepare your equipment.**
- **Appeal a denial (if needed).**



During the Test (4 steps)

- **Bring a copy of your accommodations approval notification.**
- **Use good test-taking strategies.**
- **Advocate for yourself (if needed).**
- **Register a complaint (if needed).**



After the Test (2 steps)

- **Consideration of scores**
 - College criteria**
 - Retake**
- **Consideration of other evidence**
 - Volunteer activities**
 - Work experiences**
 - Personal statement**



Questions?
Suggestions?



Follow Us!

www.nationaldeafcenter.org

Please visit our website, find us on Twitter, Facebook, Instagram, and LinkedIn, and reach out to our help desk:
help@nationaldeafcenter.org.

Thank you.

The National Deaf Center is funded by the Research to Practice Division, Office of Special Education Programs and the Rehabilitation Services Agency, and the US Department of Education via Cooperative Agreement #H326D16001

