

Choosing Accommodations for Assessments Based on Common Core State Standards



What are accommodations?

Testing accommodations are changes in materials or procedures that allow students to participate fully in assessments.

Testing accommodations reduce the barriers caused by a student's proficiency in the language of instruction or a student's disability.

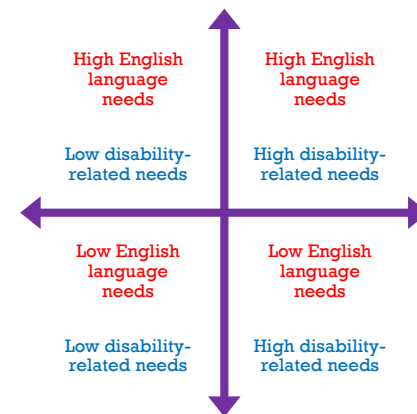
Principles of Universal Design

- Inclusive populations
- Precisely defined constructs
- Maximally accessible, non-biased content
- Amendable to accommodations
- Simple, clear, and intuitive instructions and procedures
- Maximum readability and comprehensibility
- Maximum legibility

Adapted from: Christensen, L., Shyyan, V., & Johnstone, C. (2014). Universal design considerations for technology-based, large-scale, next-generation assessments. *Perspectives on Language and Literacy*, 40(1).

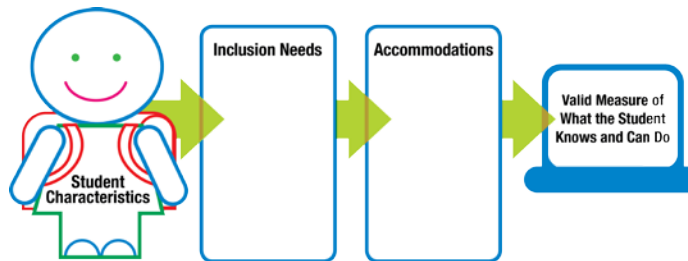
Student Profiles Activity

Think of specific students who represent the four areas of the figure. What are they like? What are the students' needs and characteristics? What are the implications of accommodation decisions for each student?



Tools for Educators

- Tool 1: Assessment Adaptation Grid
- Tool 2: Best Practices and Allowable Resources for All Students
- Tool 3: Sample Student Profiles
- Tool 4: Accommodation Criteria
- Tool 5: Do's and Don'ts when Selecting Accommodations
- Tool 6: Accommodations from the Student's Perspective
- Tool 7: Parent Input on Accommodations
- Tool 8: Accommodation Use in the Classroom
- Tool 9: After-Test Accommodation Questions
- Tool 10: Assessment Accommodations Plan
- Tool 11: State Assessment Program
- Tool 12: Logistics Planning Checklist
- Tool 13: Accommodations Journal for Teachers
- Tool 14: Identifying Roles and Responsibilities
- Tool 15: Questions to Guide Evaluation at the School or District Level



Resources and Activities

- Accommodations Manuals
- Accommodations Bibliography
- NCEO YouTube Channel
- IVARED Training Module
- Accessibility Crosswalk
- Accessibility Trivia

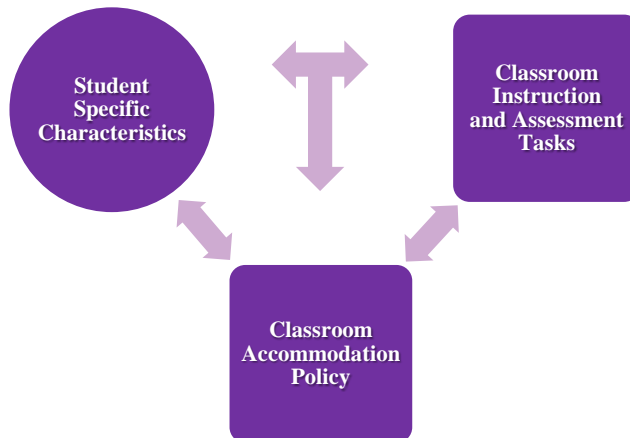
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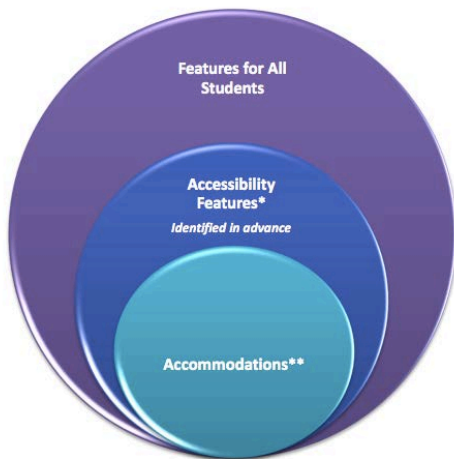
The PARCC Accessibility System



DECISION-MAKING PROCESS

FIVE STEPS

- 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 during instruction and assessment
- Step 5:** Evaluate and improve accommodations use



* Available to all participating students

** For students with disabilities, English learners, and English learners with disabilities

Smarter Balanced Framework



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