Choosing Accommodations for Assessments Based on Common Core State Standards

Five-step Process

Step 1: Expect ELLs 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 for ELLs with Disabilities

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


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?

Resources and Activities

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

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

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The PARCC Accessibility System

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

Smarter Balanced Framework

Universal Tools

Designated Supports

Accommodations