

# Accessibility and Accommodations

Hawaii State Department of Education

# Introductions

## OSIP - Assessment Section

- ◆ Susan Forbes - Test Development Specialist
- ◆ Dr. Elaine Lee- Test Development Specialist

## OSSS - Special Needs Section

- ◆ Michelle Arakawa - Educational Specialist
- ◆ Lisa Craig - State Office Teacher
- ◆ John Baranello- State Office Teacher

## University of Hawaii

- ◆ Amber Ray - Special Education Assistant Professor

## American Institutes for Research

- ◆ Hannah Binder
- ◆ Emily MacGillivray

# Topics for Today

- Purpose of accessibility
- Summative test participation guidelines
- Classroom accommodations for instruction and assessment
- Summative test supports- universal tools, designated supports, and accommodations
- Guidelines and processes for identification, administration, and evaluation of supports

# Agenda

**8:30 - 9:45**

**Summative Test Accessibility and Options**

**10:00 - 11:30**

**Classroom Accessibility and Accommodations**

**12:15 - 3:00**

**Supports- What? When? Who? How? How well?**

**15-minute break at 9:45 am and 1:45 pm.**

**Lunch from 11:30 am to 12:15 pm.**

# I. Accessibility and Summative Test Options

# Purpose of Accessibility

- ❖ Provide access to resources, knowledge, and employment
- ❖ Provide opportunity to take part, demonstrate understanding, and contribute.

## In testing-

- Ensure that students are able to demonstrate current level of skill, given a particular test construct
- Ensure fairness, accuracy, and validity of test results

# Federal Testing Requirements

- In order to receive Title I and Title III funding, summative testing must occur in grades 3-8 and in at least one grade of high school for ELA and math and at least once in each of three grade spans (3-5, 6-9, and 10-12) for science.
- Testing must include 95% of all students and 95% of disabled students in each of the three content areas.
- **Hawaii has not met this participation requirement for disabled students in the content area of Science.**
- Hawaii uses the SB and KA'EO assessments to meet federal summative test requirements.

# Federal Participation Requirements

## IDEA Sec. 300.160

(a) General. A State must ensure that all children with disabilities are included in... State ...assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary...

(b) Accommodation guidelines.

(1) A State...must develop guidelines for the provision of appropriate accommodations.

(2) The State's...guidelines must—

(i) Identify only those accommodations for each assessment that do not invalidate the score; and

(ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.



# Hawai'i Summative Test Options

- HSA1 - not enrolled in a tested grade
- HSA2 - test *without* accommodations
- HSA3 - test *with* accommodations
- HSA4 - will participate in the HSA-Alt





# State Policy Test Exceptions

All students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced or KA'EO summative assessments **EXCEPT:**

- **First year ELL students (U.S. school first year enrollees)** who are exempt from ELA testing but who are required to take the other content area test(s) and the WIDA-ACCESS 2.0.
- **Students who have:**
  - a significant medical emergency,
  - out-of-state residential program or home-school placement, or
  - conditions that meet Regulation 4140, Exceptions to Compulsory School Attendance.
- **Students with the most significant cognitive disabilities** who take the Hawaii State Assessment-Alternate (HSA-Alt) instead.

# Alternate Testing

- The alternate form of the State summative assessment is available for students with the most significant cognitive disabilities - HSA-Alt and WIDA Alternate Access 2.0
- ESSA requires that no more than 1% of all participants in summative testing take the alternate form.
- Hawaii exceeded the 1% limit on AA participation for the last three years and has needed to file federal Waiver.
- This year's data: ELA and Math at 1.0%; Science at 1.3%.

# 1% Concerns in Hawaii

- Low participation rate for disabled students in content area of Science- <95%
- All content areas should increase disabled student participation
  - Science - 92.9%
  - ELA - 95.1%
  - Math - 95.4%
- Disproportionate number of ELL students identified- 2.5X more than would be expected
- Students are being misidentified for alternate testing
  - SLD
  - OHD
  - ED

# Hawaii's 1% Action Plan

- Accessibility and Accommodations Training
  - Learn about the supports available for the SB assessment
  - Document ELL student designated supports in eCSSS
- All schools with rates of identification over 1% will be required to submit the 1% Threshold Assurance and Justification Form
  - Calculate the disabled student participation rate for each content area test
  - Provide assurance that the HSA-Alt Participation Guidelines are being used to identify student for alternate testing at the school
  - Provide justification of overage
    - Box for high percent special education population
    - Box for special program on site

# Hawaii's Alternate Test Participation Guidelines

## HSA-Alt Participation Guidelines

HSA-Alt resources available at:

<https://hsa-alt.alohahsap.org/resources/students-and-families/>

### Hawaii State Assessment- Alternate (HSA-Alt) Participation Guidelines

Four criteria form the basis for alternate test participation in Hawaii. A student with an IEP must meet all four criteria in order to be considered for the HSA-Alt or the WIDA Alternate ACCESS for ELLs. This evidence-based checklist should be used by IEP teams when making an alternate test student identification decision for either the HSA-Alt or the WIDA Alternate ACCESS for ELLs.

Criteria	Yes	No	Evidence
(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations.			
(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.			
(C) The student's daily instruction is substantively different from that of their peers without disabilities and requires extensive, repeated individualized instruction and support, across multiple settings.			
(D) The student's difficulty with the demands of the general academic curriculum is not due to social, cultural, or environmental factors; expectation of poor performance; or excessive absences.			

Reference: "An Introduction to Alternate Assessments" H. Kleinert, R. Quenemoen, M. Thurlow from *Alternate Assessment for Students with Significant Cognitive Disabilities*. 2010.

Decisions for determining participation in a Hawaii alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Low reading level/achievement level
3. English Language Learner (ELL) status/Native language difference
4. Expected poor performance on the general education assessment
5. Impact of student scores on school test results
6. Anticipated student's disruptive behavior
7. Anticipated emotional distress
8. Educational environment or instructional setting
9. Percent of time receiving special education
10. Services that the student receives
11. Need for accommodations
12. Administrator decision

Additional HSA-Alt Student Identification resources are available within the HSA-Alt portal at [www.alohahsap.org](https://hsa-alt.alohahsap.org); these are Factors and Red Flags on the Road to HSA-Alt Student Identification, Decision-making Questions with Case Study Examples and the HSA-Alt Decision-making Flow Chart.

2018-2019

[www.alohahsap.org](https://hsa-alt.alohahsap.org)

# Alternate Student Identification Process

At the Annual IEP Team meeting, parents must be informed of the following:

- [HSA-Alt Participation Guidelines](#)
- [HSA-Alt Training Test](#)
- [HSA-Alt Range Performance Level Descriptors \(PLDs\)](#)
- HSA-Alt Score Report
- High School diploma requirements (grade 6 and up)



Hawaii Department Of Education Memo released on 4/12/2018

# Alternate Assessment Identification Resources

- [Michigan Department of Education Assessment Selection Guidelines video](#)
- NCEO 1% Cap Communities of Practice- Kentucky Case Study Exemplar



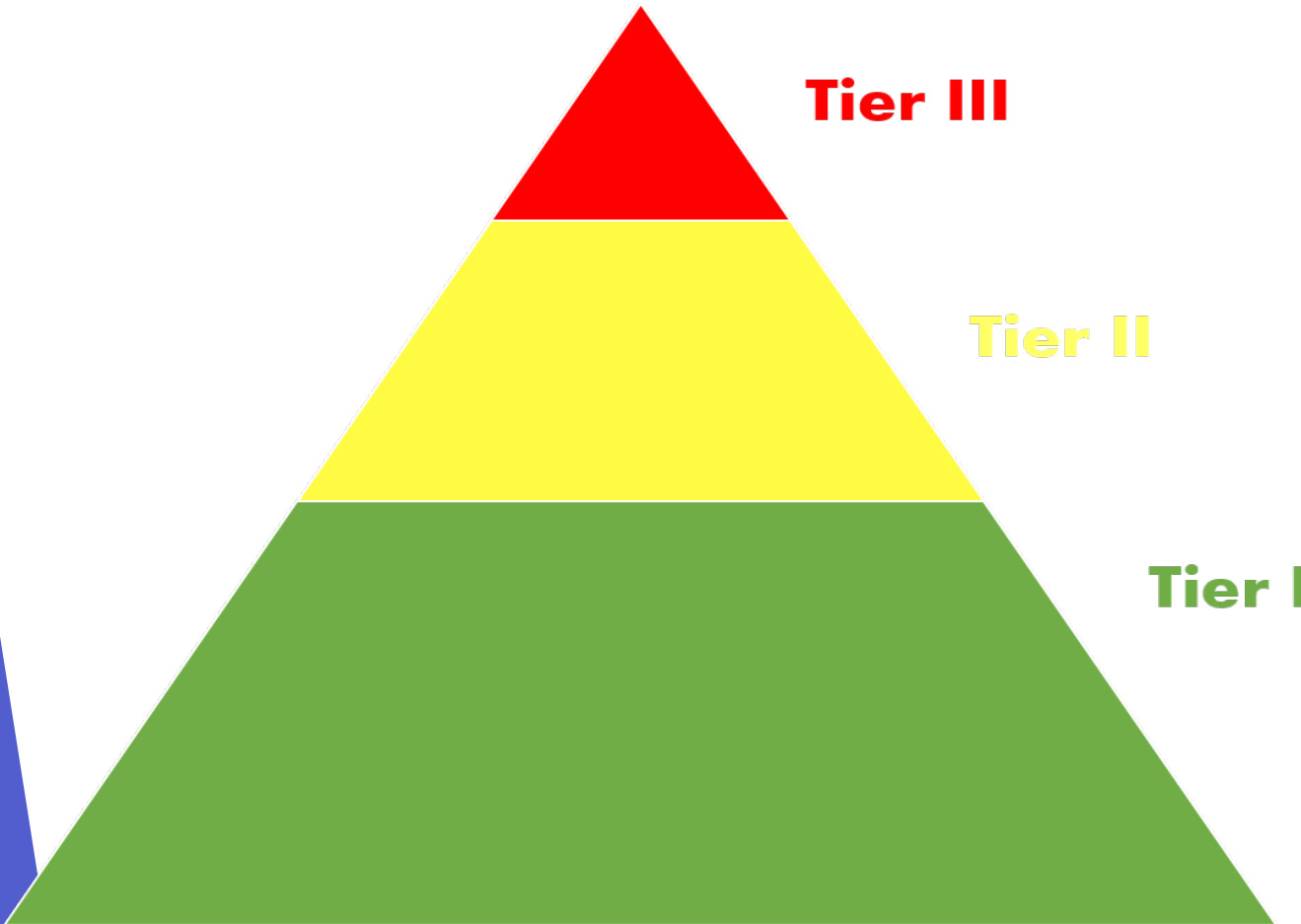
## II. Classroom Accessibility and Accommodations

- Tiered Intervention
- Modification vs. Accommodation
- Accommodations for Reading, Writing, and Math

# Tiered Intervention

Assessment & Problem Analysis  
Across the Tiers

# Tier 1

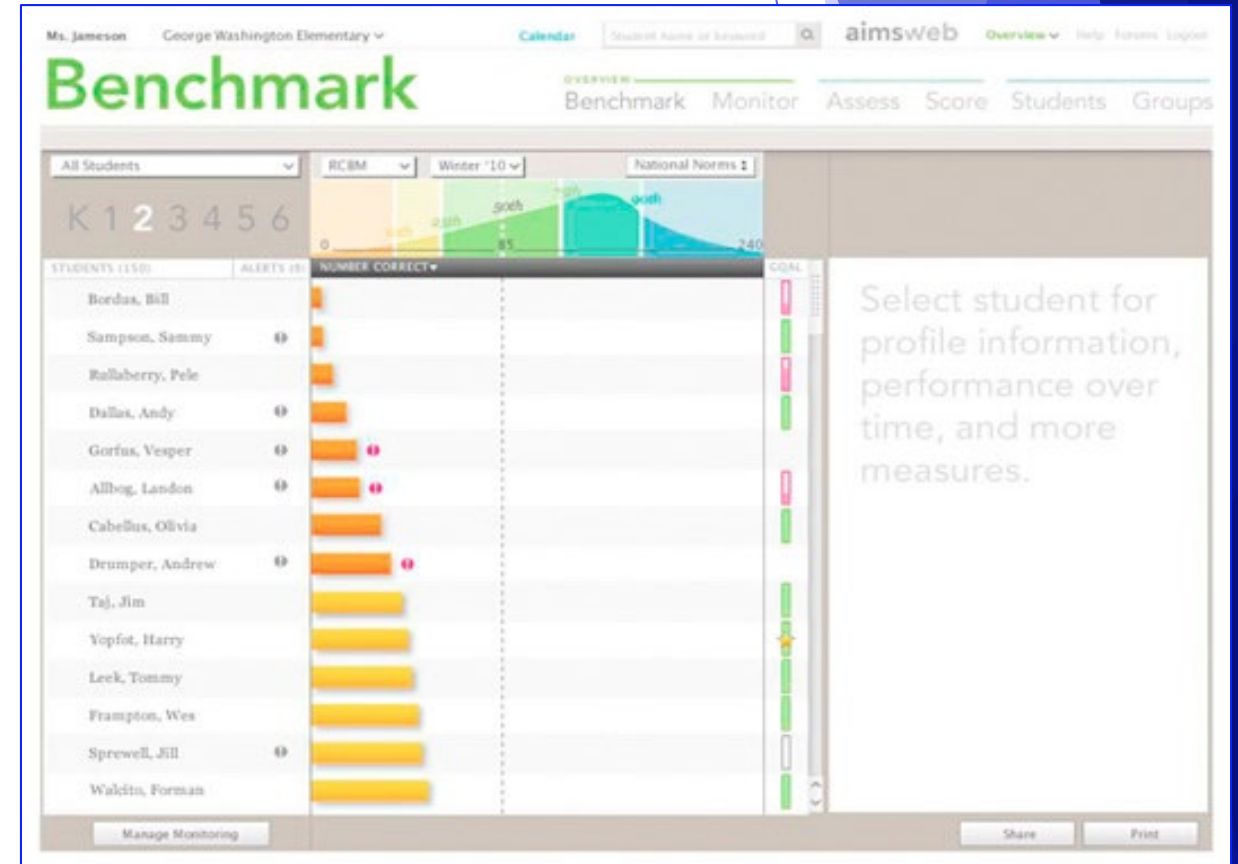


“Is there a whole class problem?”

Burns & Gibbons (2012)

# Reading Assessment in Tier 1

- Universal Screener
- Typically occurs 3 times a year
- Commonly used universal screeners:
  - DIBELS
  - AIMSweb
  - easyCBM
- Focus on skills that are indicators of future success in reading

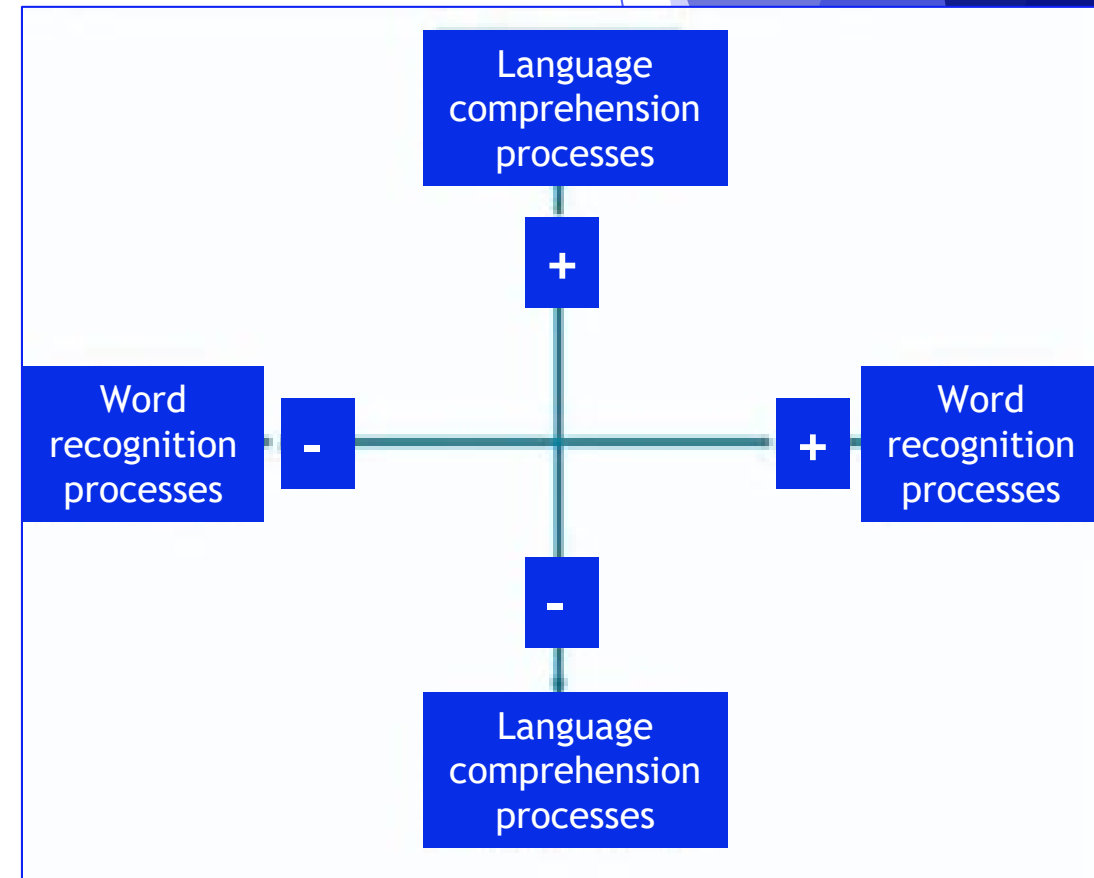


# Reading Assessment in Tier 1

- Curriculum-based measurement (CBM)
  - Simple
  - Efficient
  - Easy to administer and interpret
  - Suitable for decision making
- R-CBM
  - assessment of oral reading
  - 1 minute probe using a grade-level passage
  - measures words correct per minute (WCPM, WPM, CWPM)

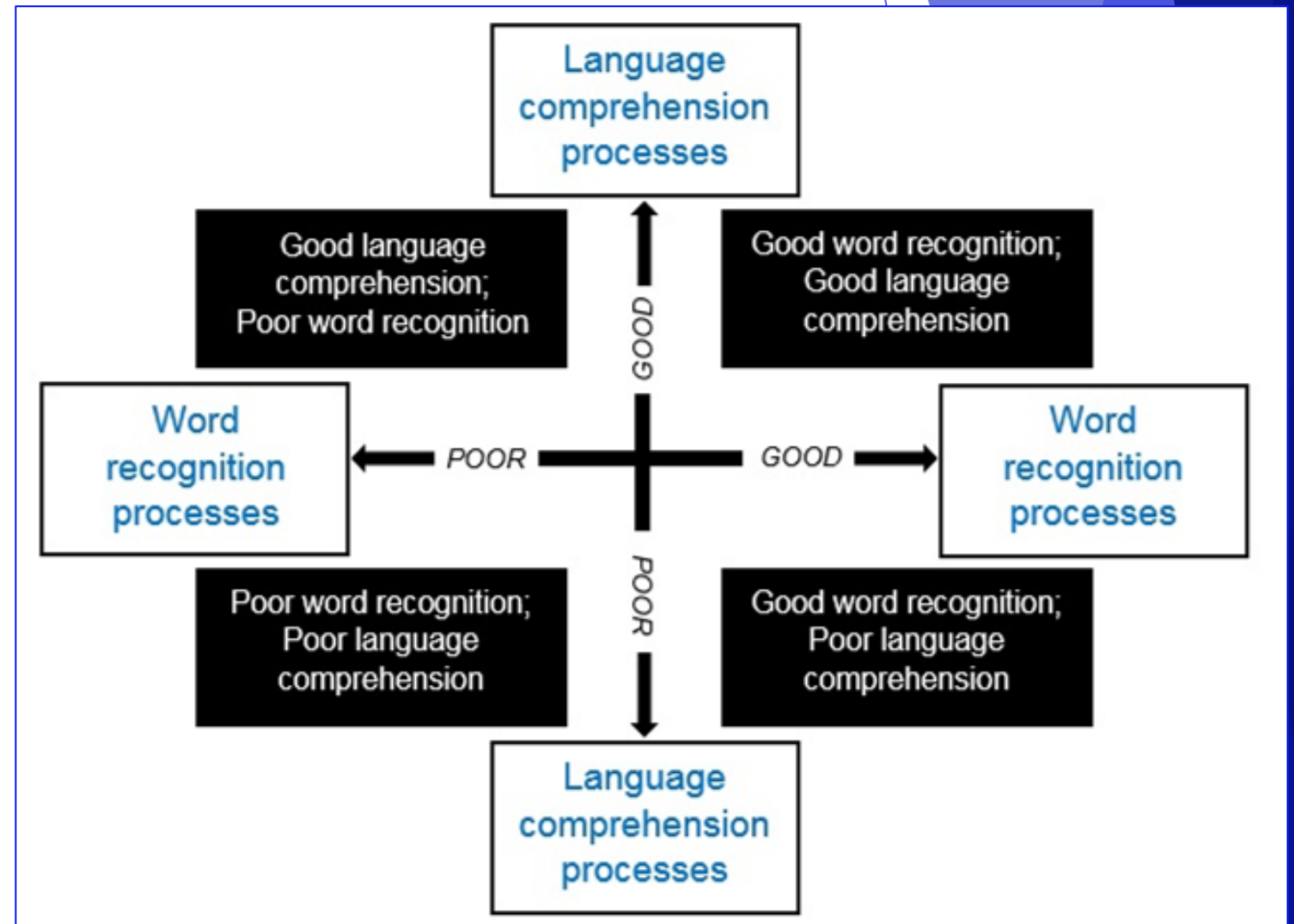
# The Simple View of Reading

- Reading comprehension is the result of:
  - decoding
  - language comprehension
- Deficits in reading comprehension are the result of deficits in:
  - decoding
  - language comprehension



# The Simple View of Reading & The Big 5

- Decoding:
  - phonemic awareness
  - phonics
  - fluency
- Language comprehension:
  - vocabulary
  - comprehension





"The little dog barked at the big cat."

## Accuracy & Fluency

## Meaning

The littledogbarkedat  
thebigcat.

Seeing each letter but not  
knowing what sounds  
these letters represent.



?

No meaning associated.

The .l.i.t.t.l.e .d.o.g .b.a.r..  
k.e.d .a.t .t.h.e .b.i.g .c.a.t

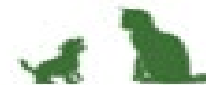
Producing the sounds the  
letters make, but it takes a  
lot of effort.



Recognizing each word,  
but not the overall  
meaning of the sentence.

The little dog barked  
at the big cat.

Putting the individual  
sounds together easily to  
pronounce each word.

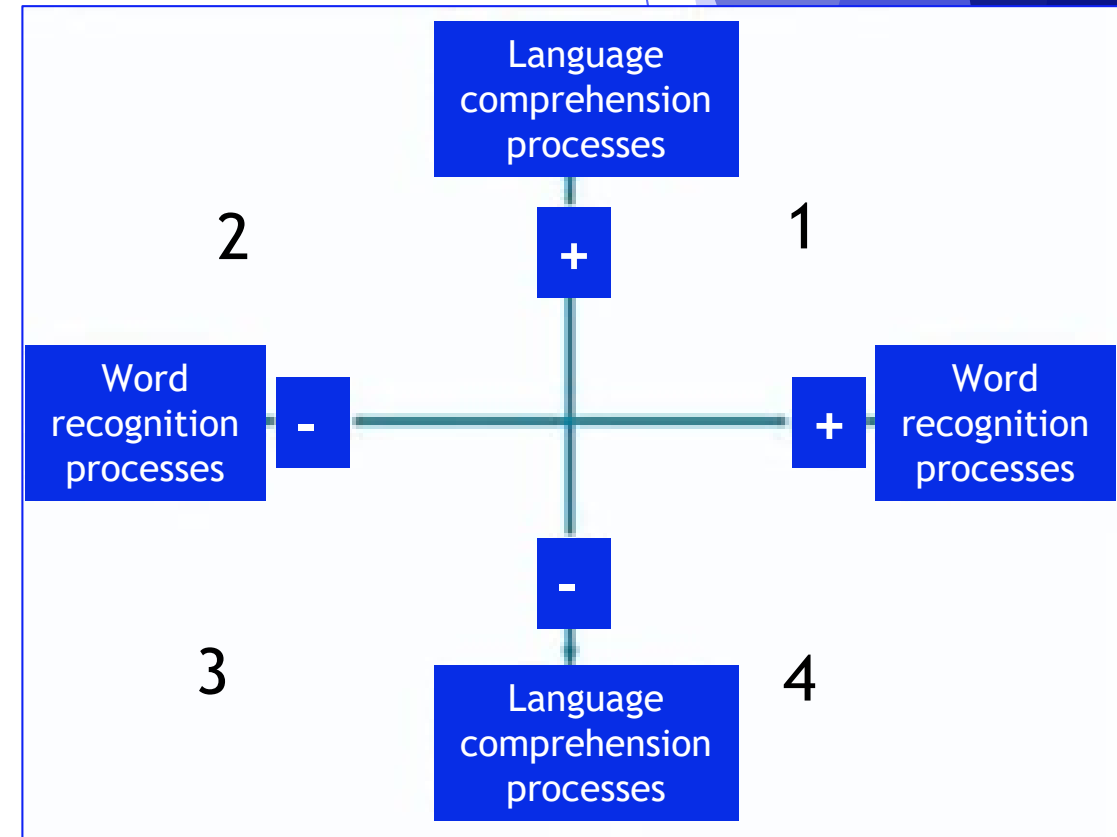


Fully grasping the  
meaning of the sentence.



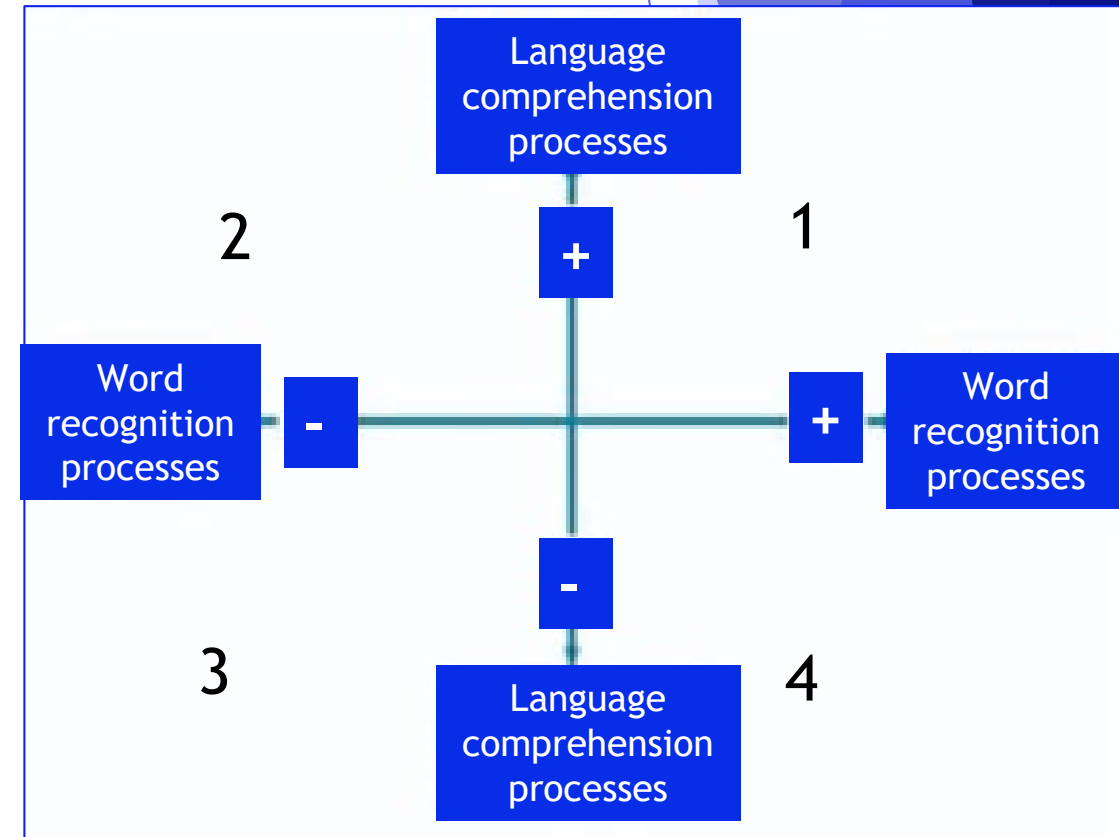
# Reading Disabilities

- A student with a disability in basic reading (word recognition) could fall into which two quadrants?
- When would they fall into quadrant 2?
- When would they fall into quadrant 3?



# Reading Disabilities

- A student who is able to read with fluency but struggles to answer comprehension questions about the text would fall into which quadrant?
- A student who is able to read with fluency and who can also answer questions about the text would fall into which quadrant?



# Reading Assessment in Tier 1

- Early Reading and CBM
  - phonemic awareness
  - phonics
  - comprehension
  - vocabulary
  - fluency



# Continued Difficulties After Tier 1



# Identifying the Problem Area

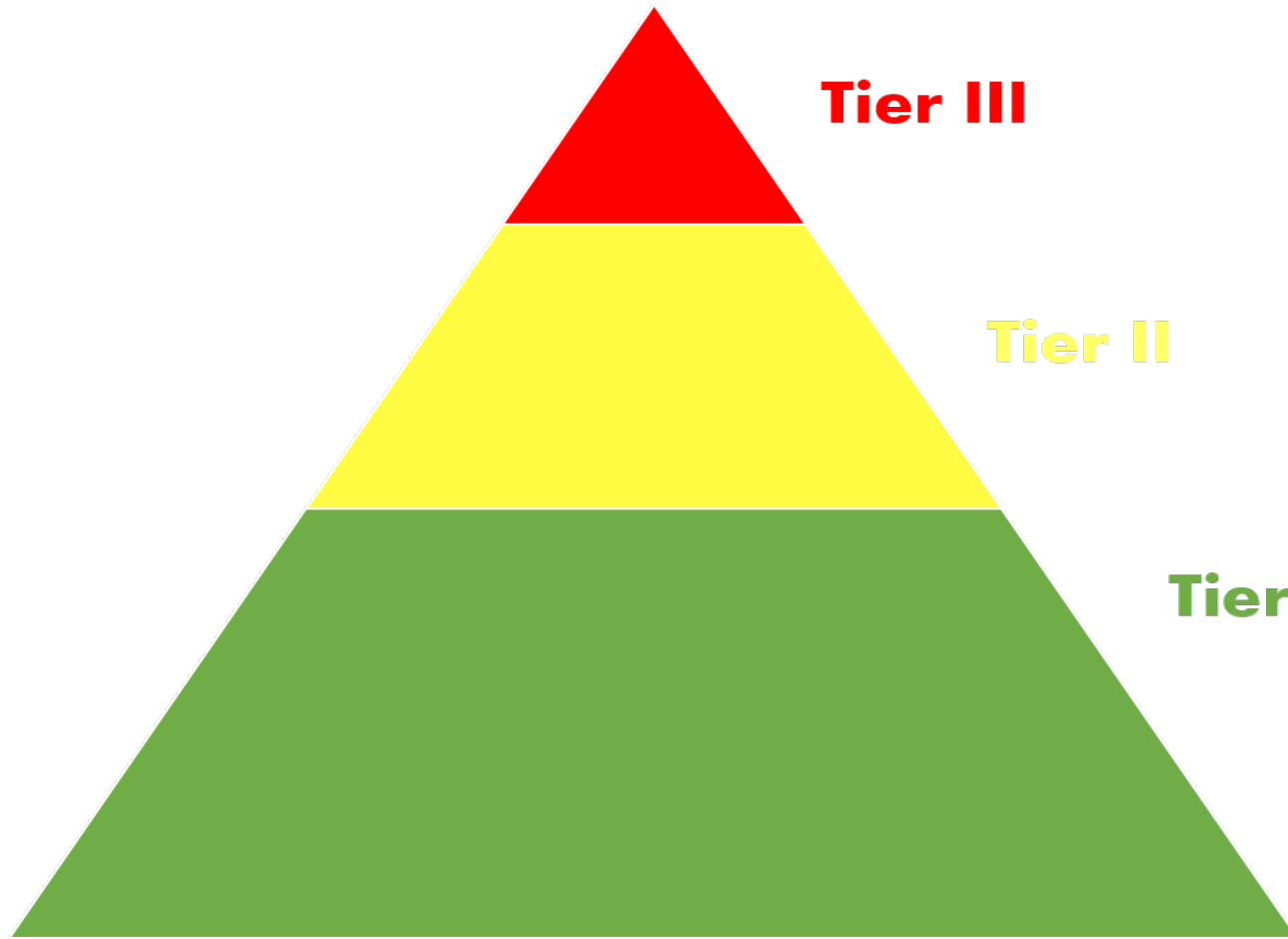
Pinpoint the area of concern

- Student is having a problem reading (TOO GENERAL!!)

versus

- Student is having difficulty with isolating the medial vowel sound in CVCC words. They are able to sound out the medial vowel sound in CVCC words with 50% accuracy. (BE SPECIFIC!)

# Tier 2



**Tier III**

**Tier II**

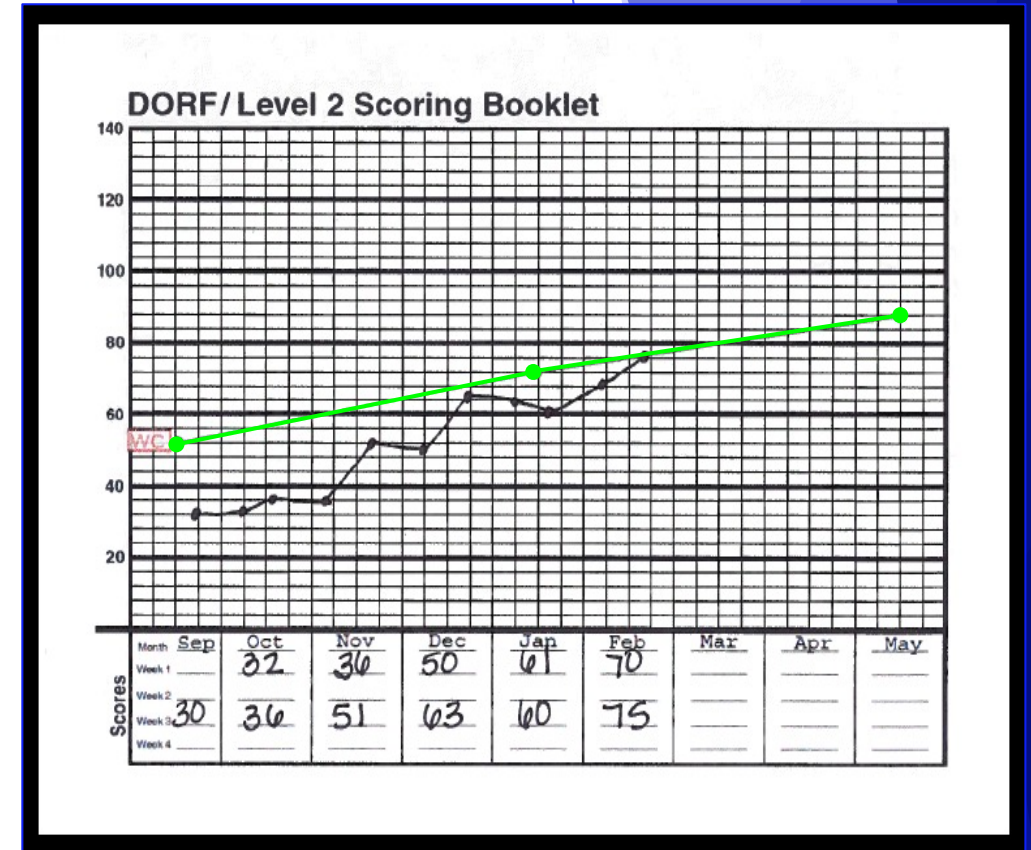
**Tier I**

**“What is the  
category of  
the problem?”**

Burns & Gibbons (2012)

# Reading Assessment in Tier 2

- Periodic Progress Monitoring
- Typically occurs 1 time a week
  - approximately 8-15 weeks
- Curriculum-based assessment:
  - subskill mastery measurement (SMM)
    - short term goals
    - ex: teacher based test
  - general outcome measure (GOM)
    - broad curricular goals
    - constant difficulty across the year
- Focus on specific student performance in more specific areas



# Data Driven

All decisions are based on data

- Set up a system to take data on a regular basis
- Interventions need to be tried for at least 4-6 weeks
- Determine the effectiveness of the intervention

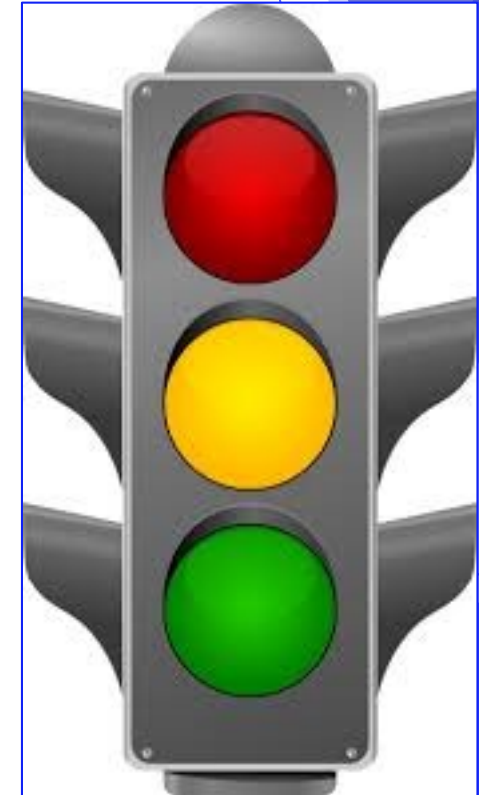




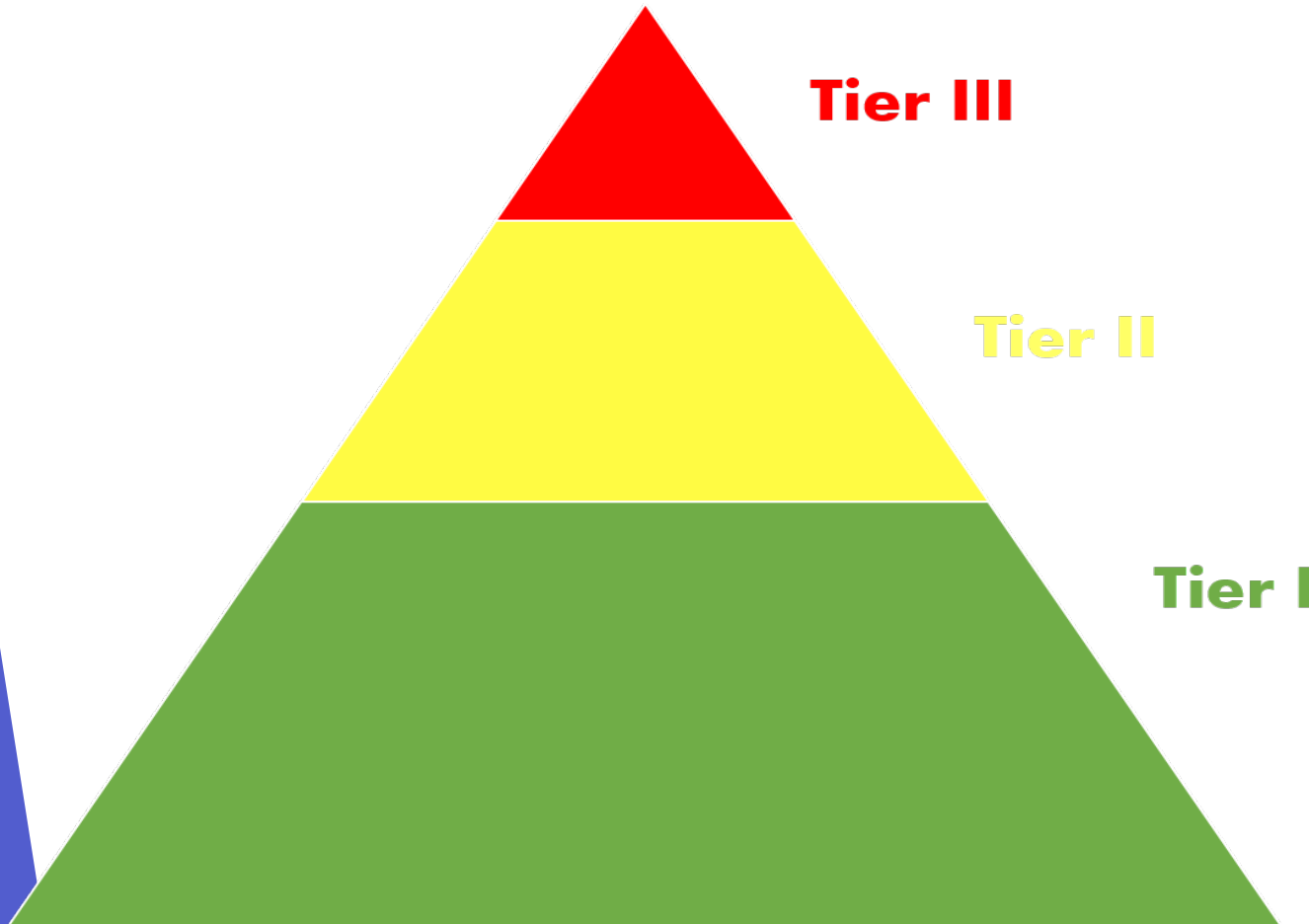
# Problem Analysis in Tier 2

In tier 2, data are used to determine if...

- 1) the intervention has not led to progress and a change in intervention or intensity is needed
- 2) the intervention is leading to acceptable progress but needs to be continued
- 3) the intervention has been successful and can be discontinued



# Tier 3



**“What is the environmental variable that is most closely related to the problem?”**

Burns & Gibbons (2012)

# Reading Assessment in Tier 3

## “Brief Experimental Analysis”


- 1) directly related to the skill targeted by the intervention
- 2) evaluates an intervention that can be completed in one session
- 3) contrast condition





# Reading Assessment in Tier 3

Example...




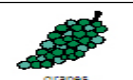

- If the target is letter-sound correspondence, the measure would assess only the letters taught during that session

Name:

**FRUITS** 

   Aa Bb Cc Dd Ee Ff  Aa Bb Cc Dd Ee Ff

Draw a line to match the letter sound to the letter.

1.	 banana	<b>W</b>
2.	 orange	<b>A</b>
3.	 apple	<b>B</b>
4.	 grapes	<b>O</b>
5.	 watermelon	<b>G</b>

# Evidence Based Practice (EBP)

Definition: the skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.

When selecting an EBP, consider:

- Students and setting
- Resources
- Evidence Level

# Where to Find EBPs

## Best Evidence Encyclopedia

- <http://www.bestevidence.org/#content>

## What Works Clearinghouse

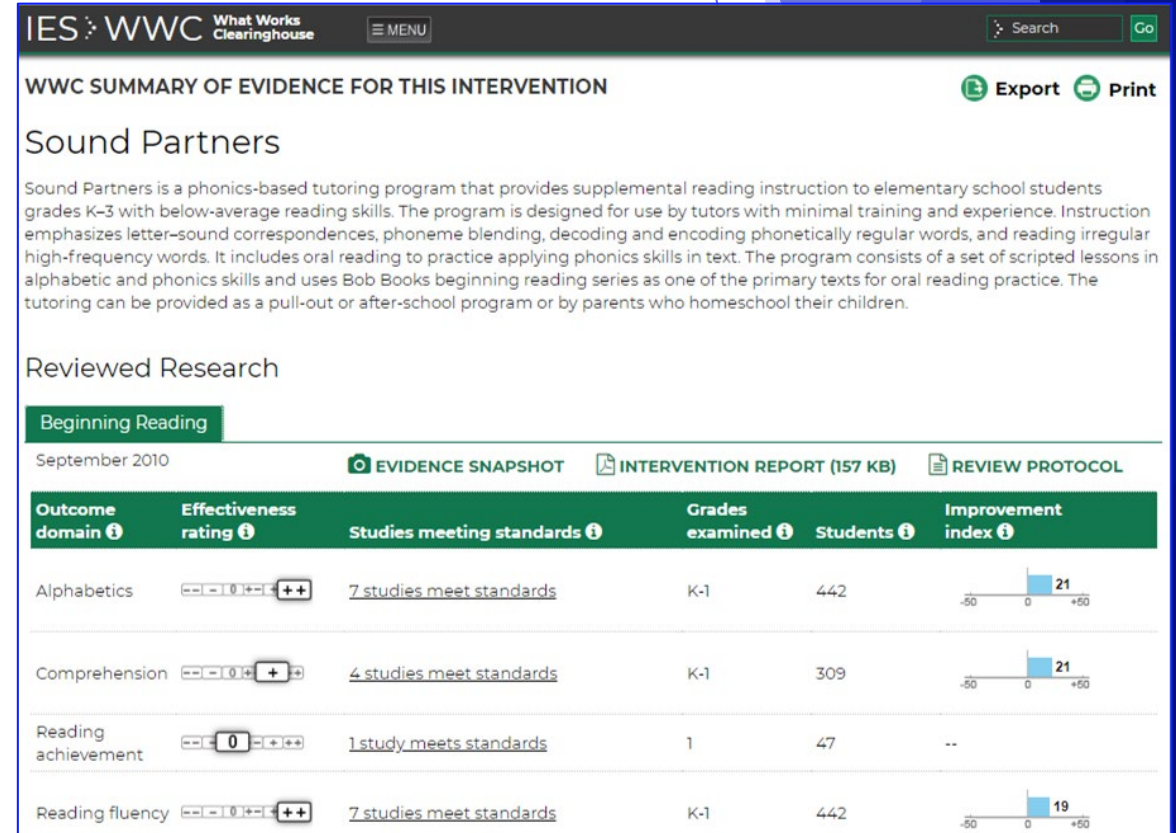
- <https://ies.ed.gov/ncee/wwc/#content>

## National Center on Intensive Intervention

- <https://intensiveintervention.org/#content>

## IRIS Center List of Trustworthy Sources for Current Evidence-Based Practices for Students in Grades K-12

- [https://iris.peabody.vanderbilt.edu/module/ebp\\_01/cresource/q2/p06/list-of-organizations/#content](https://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q2/p06/list-of-organizations/#content)



# Modifications and Accommodations

# Modifications = WHAT

- Changes to a student's education that alter content, criteria, expectations.
- Modifications **DO** change **what** the student is expected to master.
- Course/activity objectives are modified to meet the needs of the learner.





# Examples of Modifications

Modifications can:

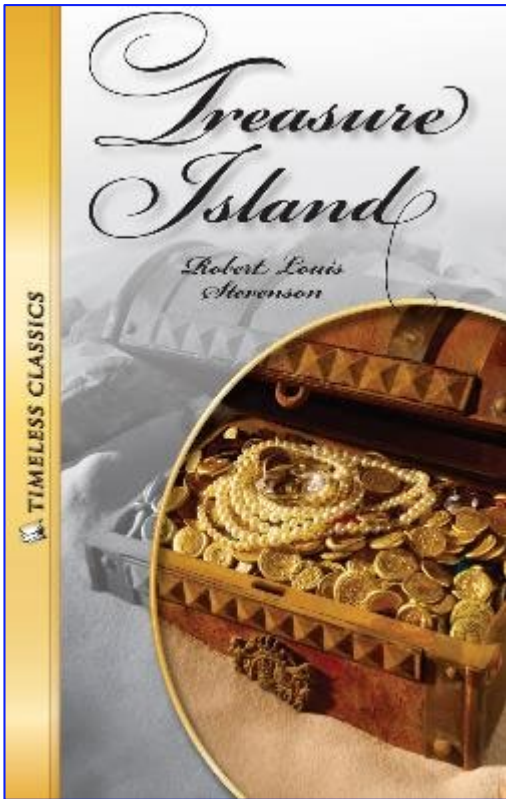
- Reduce number of standards or grade level of material
- Provide hints or cues
- Accept short answers
- Rephrase test questions
- Insert edits when scribing
- Provide a calculator for a computation test



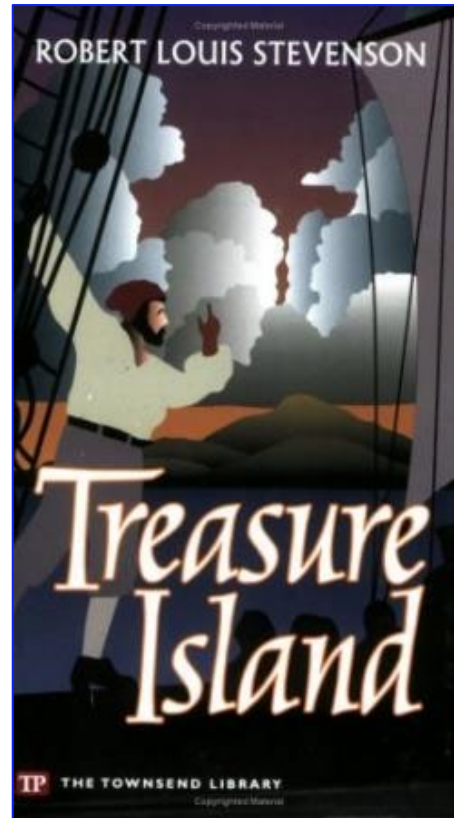
# Reading Modification Example-

## Same book, different grade equivalents

Lexile 570



Lexile 760



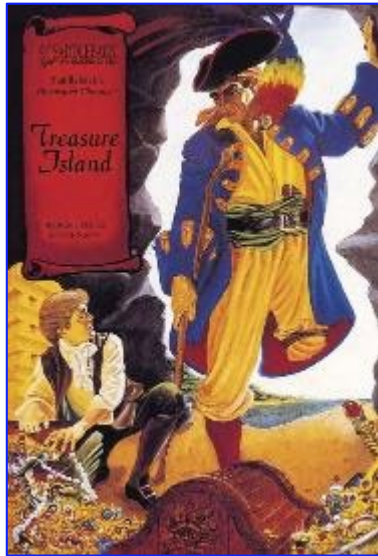
Lexile 960



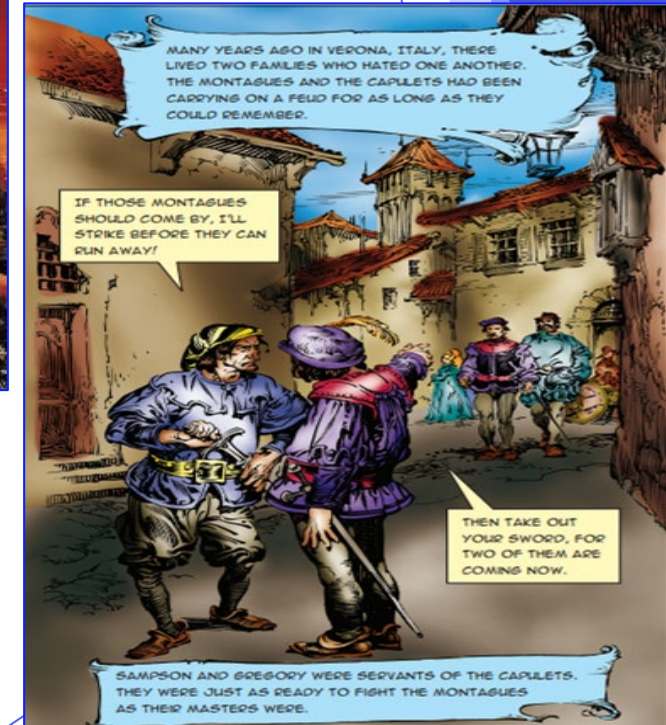


# Another modification example- Graphic Novels

## Lexile 630

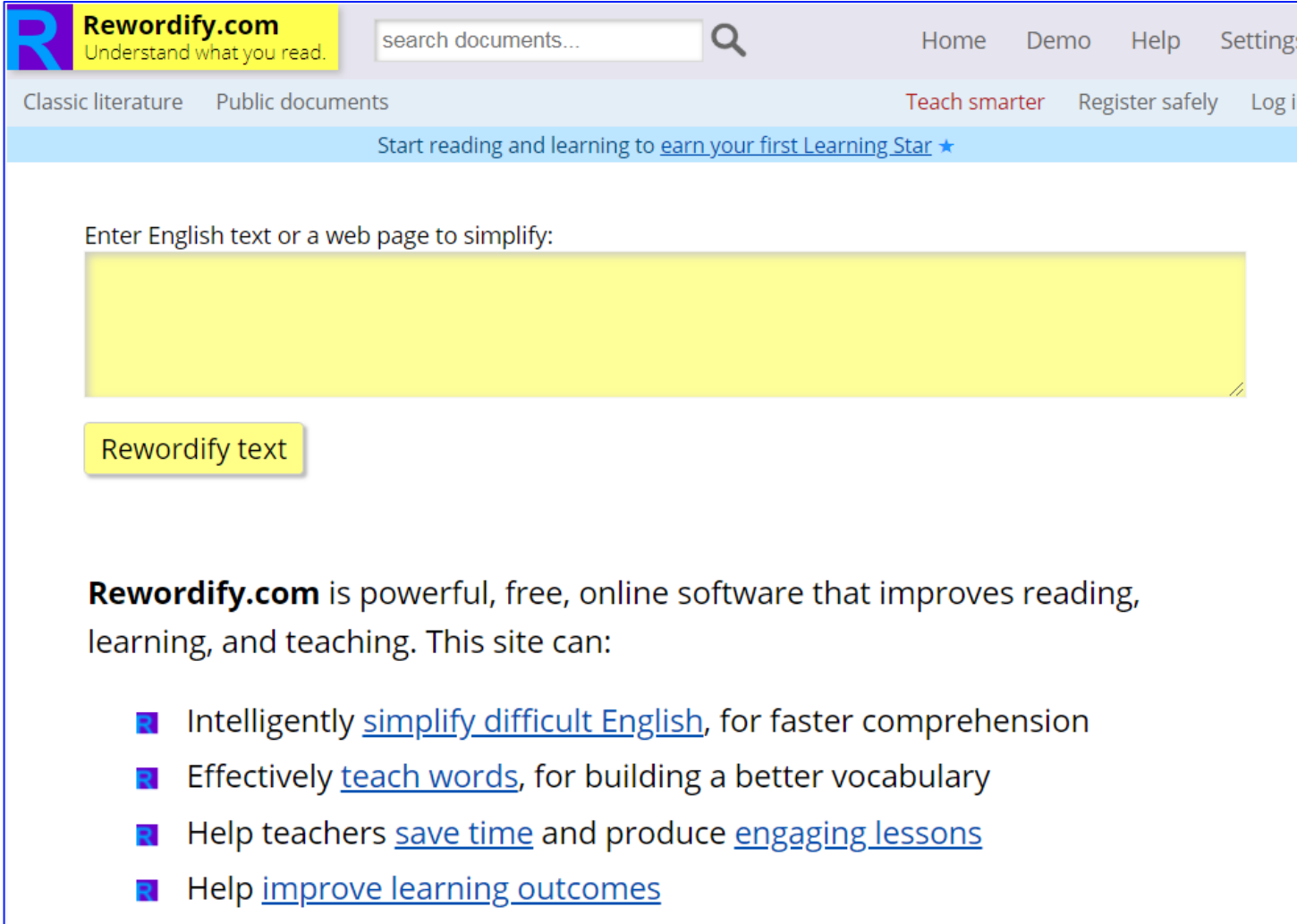


## Lexile 450



# Modification to reduce text complexity

## www.rewordify.com



The screenshot shows the homepage of Rewordify.com. The header includes the site logo, a search bar, and navigation links. Below the header, there's a light blue banner with a motivational message. The main content area features a large yellow text input box and a 'Rewordify text' button. Below this, a paragraph describes the site's purpose, followed by a bulleted list of its features.

**Rewordify.com** Understand what you read.

search documents...

Home Demo Help Settings

Classic literature Public documents Teach smarter Register safely Log in

Start reading and learning to [earn your first Learning Star](#) ★

Enter English text or a web page to simplify:

Rewordify text

**Rewordify.com** is powerful, free, online software that improves reading, learning, and teaching. This site can:

- Intelligently [simplify difficult English](#), for faster comprehension
- Effectively [teach words](#), for building a better vocabulary
- Help teachers [save time](#) and produce [engaging lessons](#)
- Help [improve learning outcomes](#)

# Rewordify Example

The 'Iolani Palace was the royal residence of the rulers of the Kingdom of Hawaii beginning with Kamehameha III under the Kamehameha **Dynasty** and ending with Queen Lili'uokalani under the Kalākaua **Dynasty**, founded by her brother, King David Kalākaua. It is located in the capitol district of downtown Honolulu in the U.S. state of Hawai'i. It is now a National Historic **Landmark** listed on the National Register of Historic Places. After the **monarchy** was **overthrown** in 1893, the building was used as the capitol building for the **Provisional** Government, Republic, **Territory**, and State of Hawai'i until 1969. The palace was restored and opened to the public as a museum in 1978. The 'Iolani Palace is the only royal palace on US soil.

The 'Iolani Palace was the royal residence of the rulers of the Kingdom of Hawaii beginning with Kamehameha III under the Kamehameha (period of time with the same powerful family rulers) and ending with Queen Lili'uokalani under the Kalākaua (period of time with the same powerful family rulers), founded by her brother, King David Kalākaua. It is located in the capitol district of downtown Honolulu in the U.S. state of Hawai'i. It is now a National Historic (easily-seen, famous object/very important event) listed on the National Register of Historic Places. After the (rule by a king or queen) was (permanently ended, by force) in 1893, the building was used as the capitol building for the Temporary Government, Republic, (land area owned or controlled by someone), and State of Hawai'i until 1969. The palace was restored and opened to the public as a museum in 1978. The 'Iolani Palace is the only royal palace on US soil.

# Accommodations = HOW

- Minor changes/adjustments in:
  - Presentation
  - Student Response Mode
  - Timing/scheduling
  - Setting
- Changes how the content is taught, made accessible, and/or assessed.
- Accommodations **DO NOT** change what the student is expected to master.
- The objectives of the course/activity remain intact.

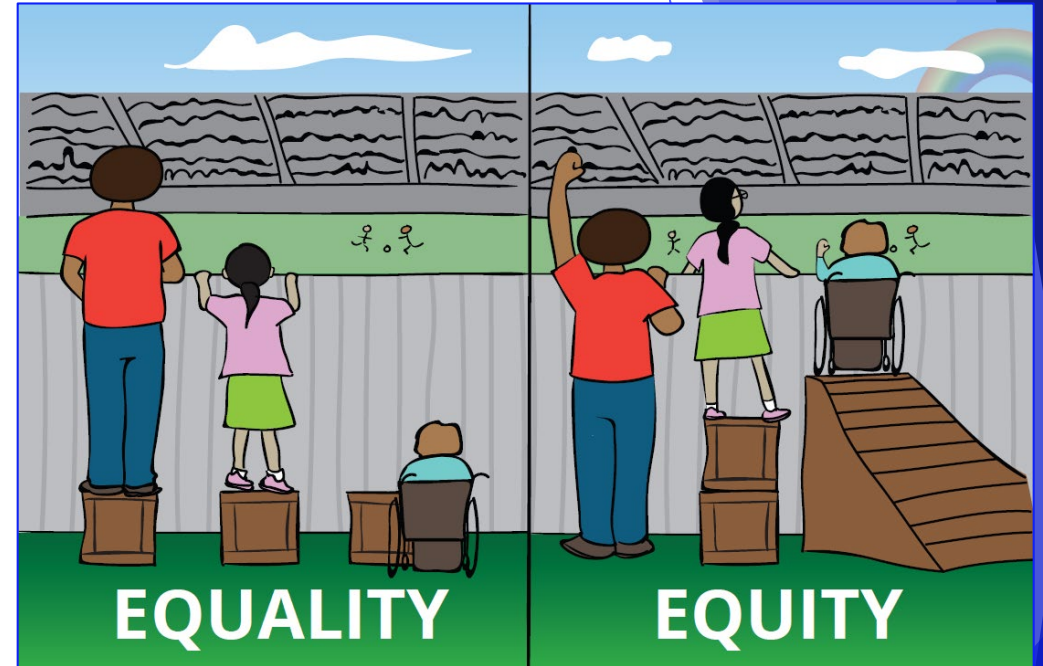




# Accommodations

Accommodations can change:

- Presentation
- Response
- Timing/scheduling
- Setting

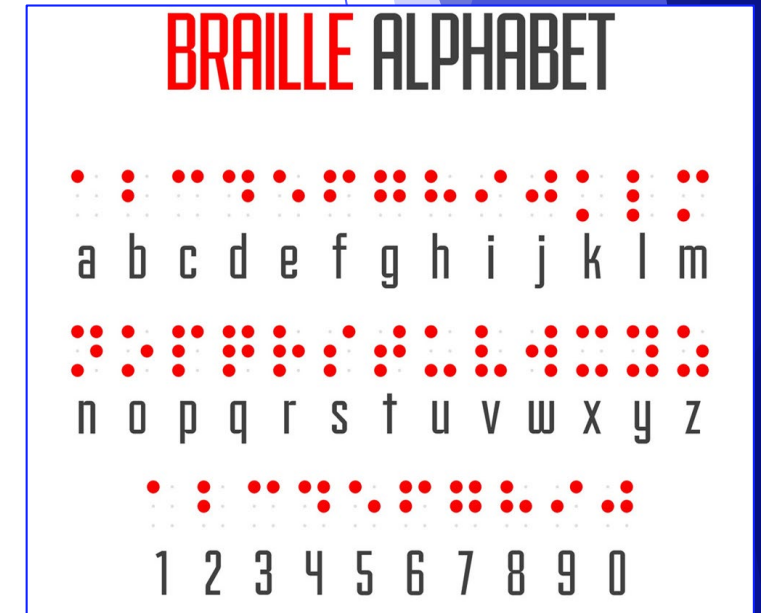


# Accommodations: Presentation

Access to instruction can be auditory, visual, tactile, or a combination of modalities

Examples:

- Read Aloud/Audio books/Text-to-Speech
- Large print
- Visuals
- Braille
- Concrete Materials





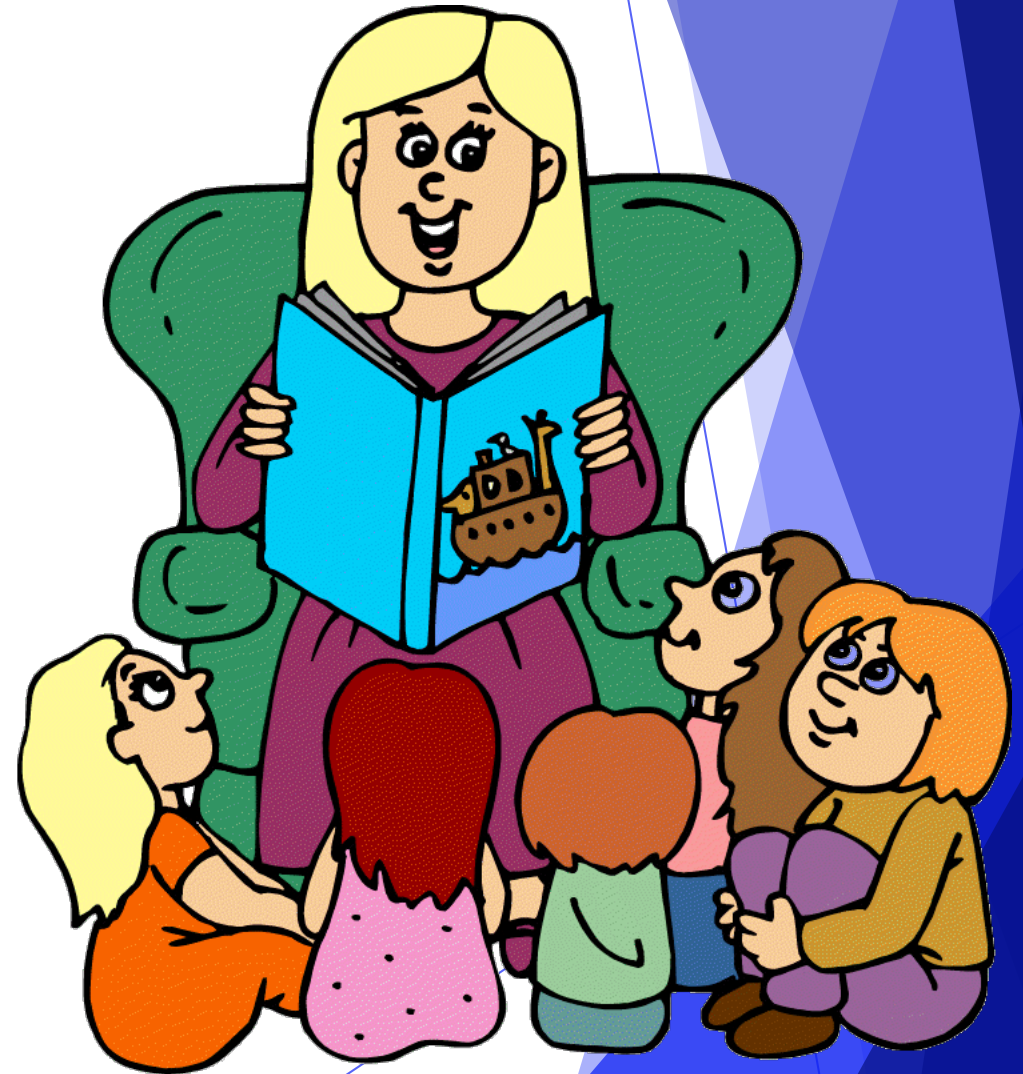
# Read aloud

- Read all text posted aloud
- Read directions aloud



# Alternatives to Round Robin or Popcorn Reading

- Teacher Read Aloud
- Echo Reading - students “echo” the teacher
- Partner Reading
- Choral Reading



# Audiobooks

- Bookshare: <https://www.bookshare.org/cms/>
  - Novels and textbooks (need IEP)
- Lit2Go: <https://etc.usf.edu/lit2go/>
- Learning Ally
  - Support for ELLs
- Library
  - Overdrive
  - BARD System
- JAWS
  - 30 min limit
- Read&Write
  - Free version



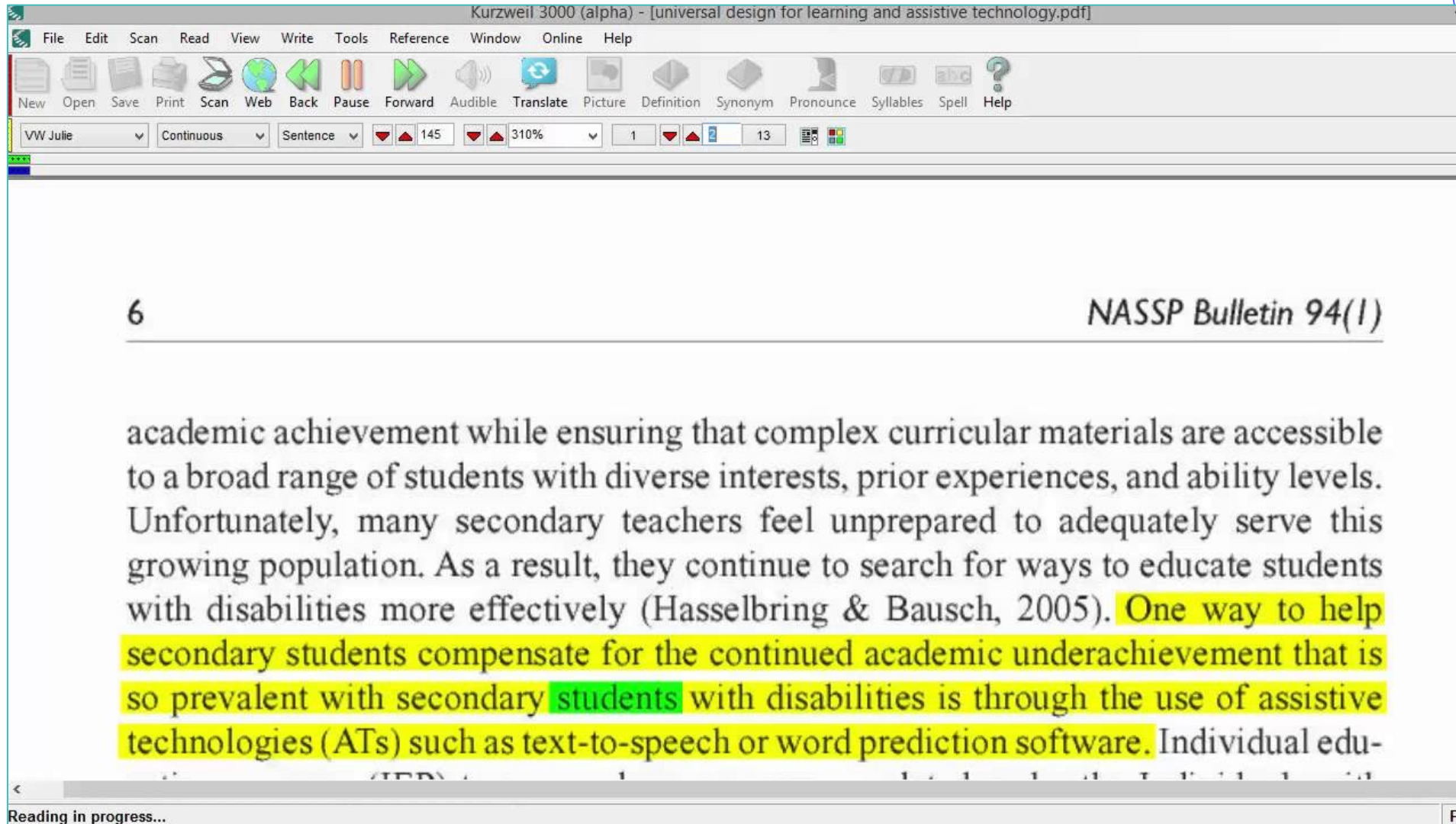
# Text-to-Speech (TTS)

- TTS reads aloud digital text
- Early elementary students learn to read by mastering decoding skills
- Upper elementary, middle, and high school students read to learn, to gain information from text
- Once a student knows the mechanics of reading, the end goal is accessing and comprehending the content





# TTS - Example



The screenshot displays the Kurzweil 3000 (alpha) software interface. The title bar reads "Kurzweil 3000 (alpha) - [universal design for learning and assistive technology.pdf]". The menu bar includes File, Edit, Scan, Read, View, Write, Tools, Reference, Window, Online, and Help. The toolbar contains icons for New, Open, Save, Print, Scan, Web, Back, Pause, Forward, Audible, Translate, Picture, Definition, Synonym, Pronounce, Syllables, Spell, and Help. Below the toolbar, a status bar shows "VW Julie", "Continuous", "Sentence", "145", "310%", "1", and "13". The main document area shows a page number "6" and the title "NASSP Bulletin 94(1)". The text on the page is as follows:

academic achievement while ensuring that complex curricular materials are accessible to a broad range of students with diverse interests, prior experiences, and ability levels. Unfortunately, many secondary teachers feel unprepared to adequately serve this growing population. As a result, they continue to search for ways to educate students with disabilities more effectively (Hasselbring & Bausch, 2005). One way to help secondary students compensate for the continued academic underachievement that is so prevalent with secondary students with disabilities is through the use of assistive technologies (ATs) such as text-to-speech or word prediction software. Individual edu-

At the bottom left, a status bar indicates "Reading in progress...".

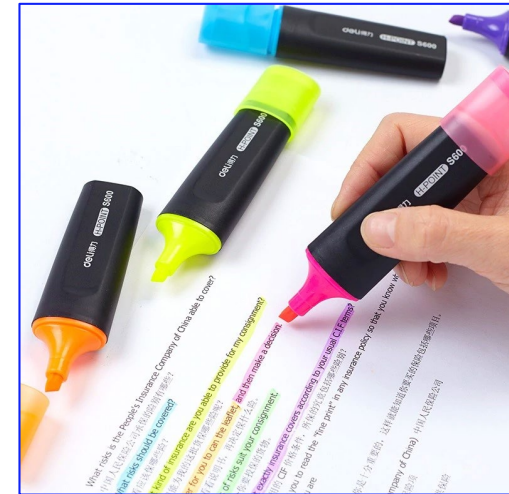
# Evidence to Support TTS

Across 22 research studies, “text-to-speech/read-aloud presentation positively affects reading comprehension for individuals with reading disabilities, with average weighted effect sizes of  $d = .35$ ” (Wood, Moxley, Tighe, Wagner, 2018).



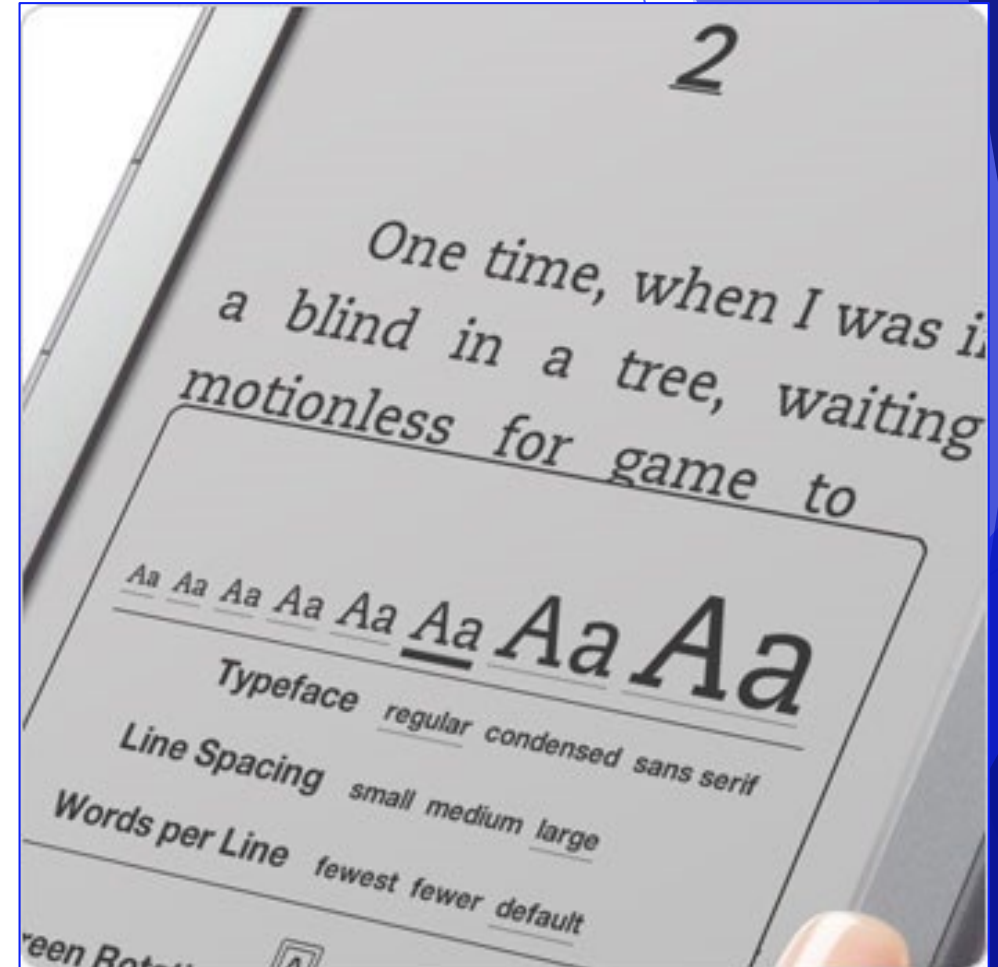
# Study Presentation Accommodations

- Voice output reminders for assignments, steps of tasks
- Recording of instructions/notes
- Text or picture schedule
- Highlighted text
- Color coding of materials, use of color tabs or post-its to label course work



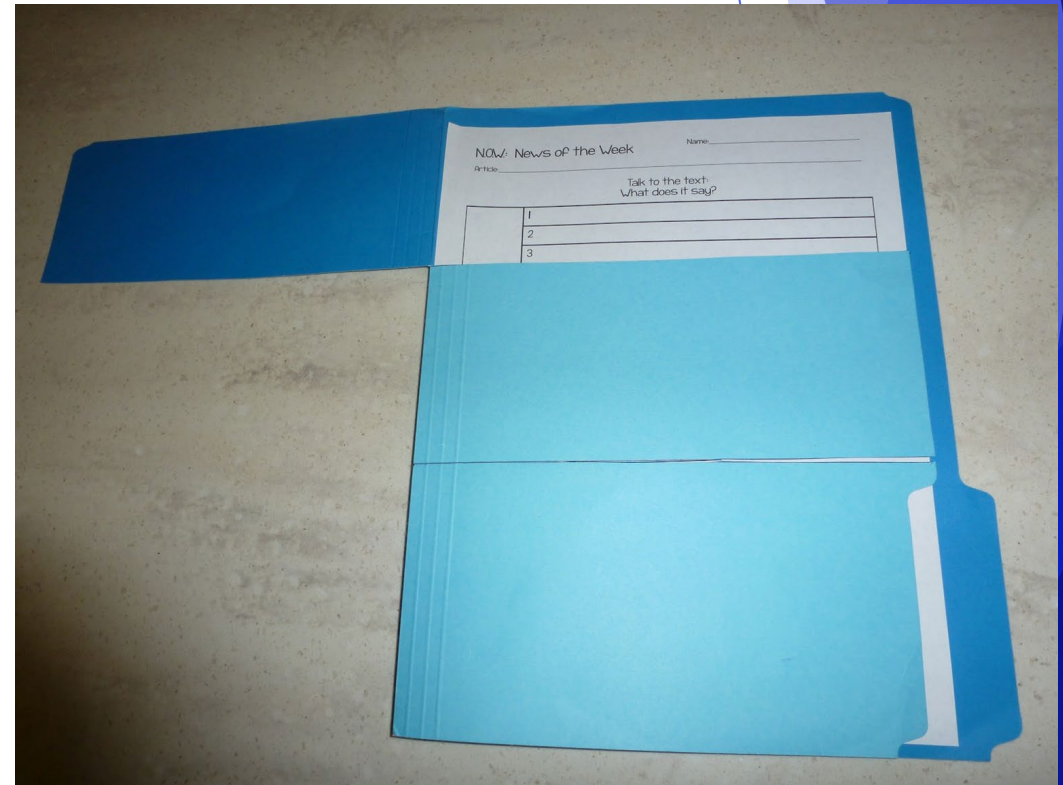
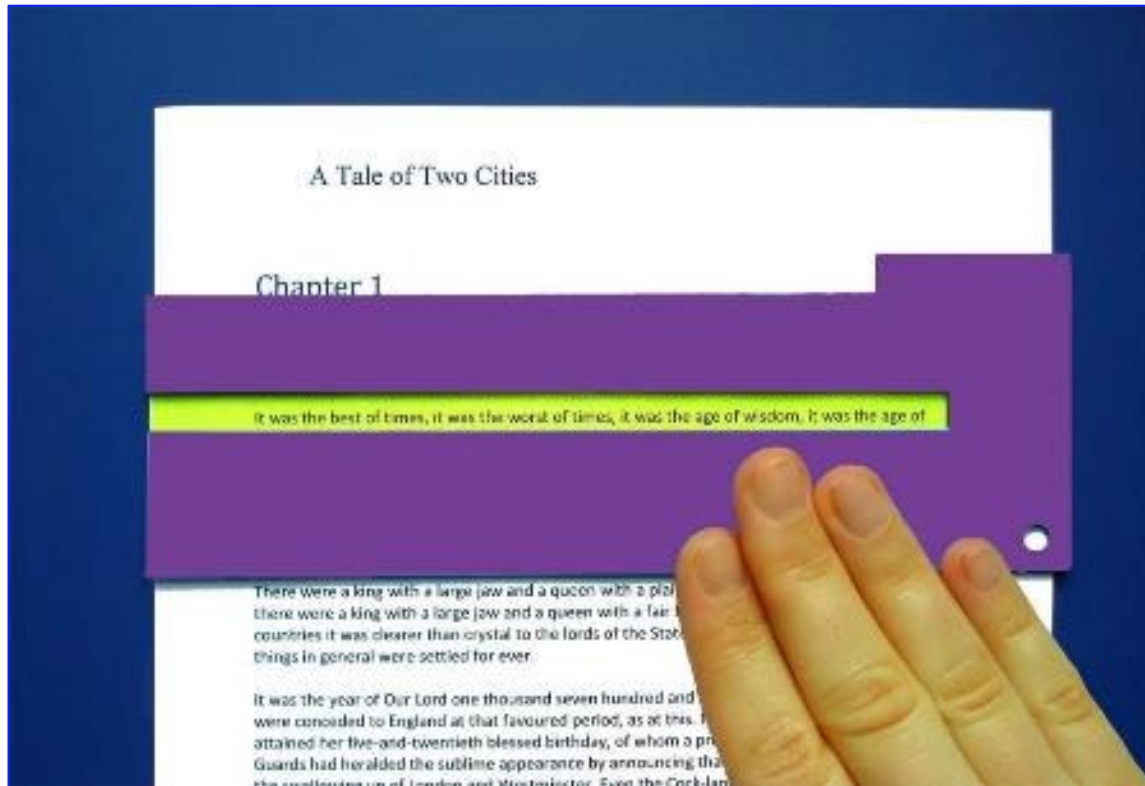
# Presentation- Larger Font

- Books with larger fonts
- E-readers to adjust font size



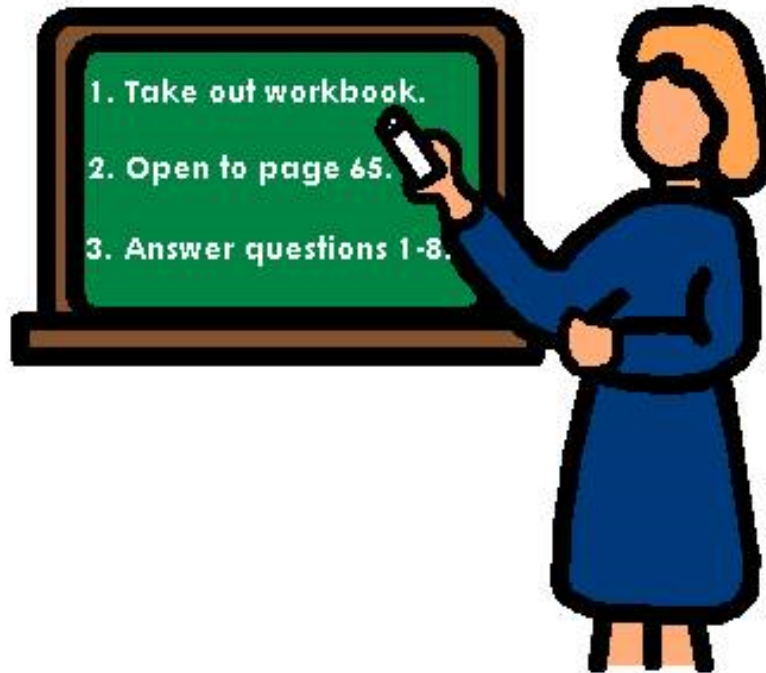


# Presentation- Reading Focus Cards



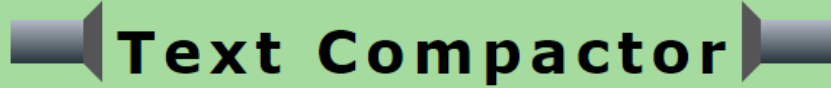

# Presentation- Giving Directions

- Use visuals within directions and schedules
- Limit length and use key words



# Presentation- Reduce number of words, same G.E.

[www.textcompactor.com](http://www.textcompactor.com)

**Text Compactor**

Home

About

Free Online Automatic Text Summarization Tool

Follow these simple steps to create a summary of your text.

**Step 1**  
Type or paste your text into the box.

**Step 2**  
Drag the slider, or enter a number in the box, to set the percentage of text to keep in the summary.

50 %

# Text Compactor Example

## Original:

The 'Iolani Palace was the royal residence of the rulers of the Kingdom of Hawaii beginning with Kamehameha III under the Kamehameha Dynasty and ending with Queen Lili'uokalani under the Kalākaua Dynasty, founded by her brother, King David Kalākaua. It is located in the capitol district of downtown Honolulu in the U.S. state of Hawai'i. It is now a National Historic Landmark listed on the National Register of Historic Places. After the monarchy was overthrown in 1893, the building was used as the capitol building for the Provisional Government, Republic, Territory, and State of Hawai'i until 1969. The palace was restored and opened to the public as a museum in 1978. The 'Iolani Palace is the only royal palace on US soil.

## 50%:

The 'Iolani Palace was the royal residence of the rulers of the Kingdom of Hawaii beginning with Kamehameha III under the Kamehameha Dynasty and ending with Queen Lili'uokalani under the Kalākaua Dynasty, founded by her brother, King David Kalākaua. After the monarchy was overthrown in 1893, the building was used as the capitol building for the Provisional Government, Republic, Territory, and State of Hawai'i until 1969. The 'Iolani Palace is the only royal palace on US soil.

## 25%:

The 'Iolani Palace was the royal residence of the rulers of the Kingdom of Hawaii beginning with Kamehameha III under the Kamehameha Dynasty and ending with Queen Lili'uokalani under the Kalākaua Dynasty, founded by her brother, King David Kalākaua.

# Presentation- Frame for Class Notes

- Provide course notes
- Cloze Notes

## Atoms:

1. The \_\_\_\_\_ part of an element
2. 3 subatomic particles are: \_\_\_\_\_
3. Are mostly \_\_\_\_\_

## Elements:

1. Are the simplest pure substance
2. Are classified by their \_\_\_\_\_
3. All atoms of the same element has the same # of \_\_\_\_\_
4. Combine to form \_\_\_\_\_
5. An example of a metallic element is \_\_\_\_\_
6. An example of a nonmetallic element is \_\_\_\_\_

## Clash of the Empire-French and Indian War

English population was far greater than \_\_\_\_\_ in America

### Reasons for coming to America

Spanish – \_\_\_\_\_

English – \_\_\_\_\_

French – \_\_\_\_\_ (furs)

French government wanted \_\_\_\_\_ as a line of defense against English  
along \_\_\_\_\_

### Search for Northwest Passage

\_\_\_\_\_ – priest and \_\_\_\_\_ – fur trader

Navigated from Lake Michigan down \_\_\_\_\_ – not all way to Gulf.

# Math-

# Presentation Accommodations

- Primary ruler, pan balance, beaker, stop watch



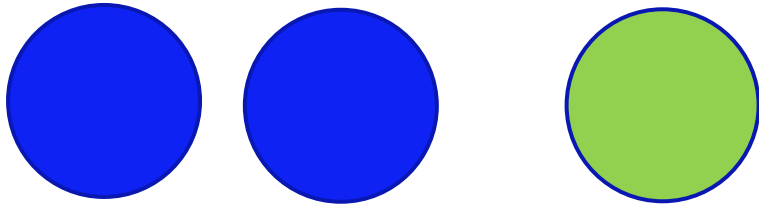
# Math Presentation Learning Progression C.V.A.

- **Concrete**- student uses materials to represent a context
- **Visual**- student draws representation of concrete materials
- **Abstract** - Symbolic Form- student uses numeric or algebraic representation

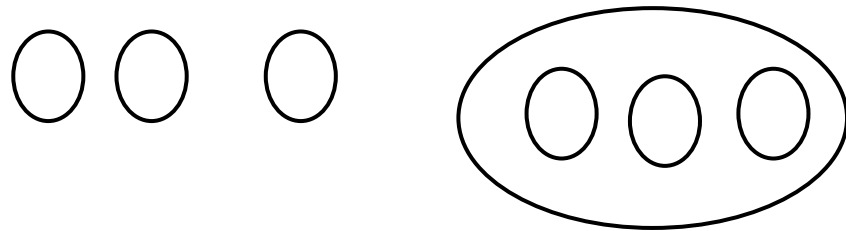


# Addition CVA Example

Begin with a context and use materials



Draw it out



Represent symbolically

$$2 + 1 = 3$$



# Evidence Based Practices for Math Instruction

2019 HSAP Roadshow Keynote Speaker link-> <http://steveleinwand.com/publications/>

- Ground learning in context- use real-life examples
- Have students generate “the question” for a context
- Validate student thinking and the use of multiple solution methods
- Ask students to explain, demonstrate, and compare
- Consider: What are the essential lesson questions that need to be posed?
- Use a Daily Exit Pass to check for understanding

# Accommodations: Response

Complete assignments, tests, and activities in various ways

Examples:

- Use of a scribe
- Graphic organizer
- Electronic note taker
- Take photo of notes on board
- Speech-to-text equipment

# Response Accommodations for Writing

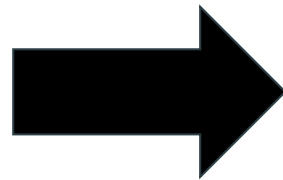
- Voice recognition software
- Word wall, card, book, chart, etc.
- Adapted paper (bold lines, raised lines, etc.)
- Pencil/pen with adaptive grip
- Slant board
- Computer
- Adapted keyboard (large print, one handed, etc.)



# Response Accommodation- Graphic Organizers

Scaffolding - teach students how to generate their own graphic organizers to promote independence

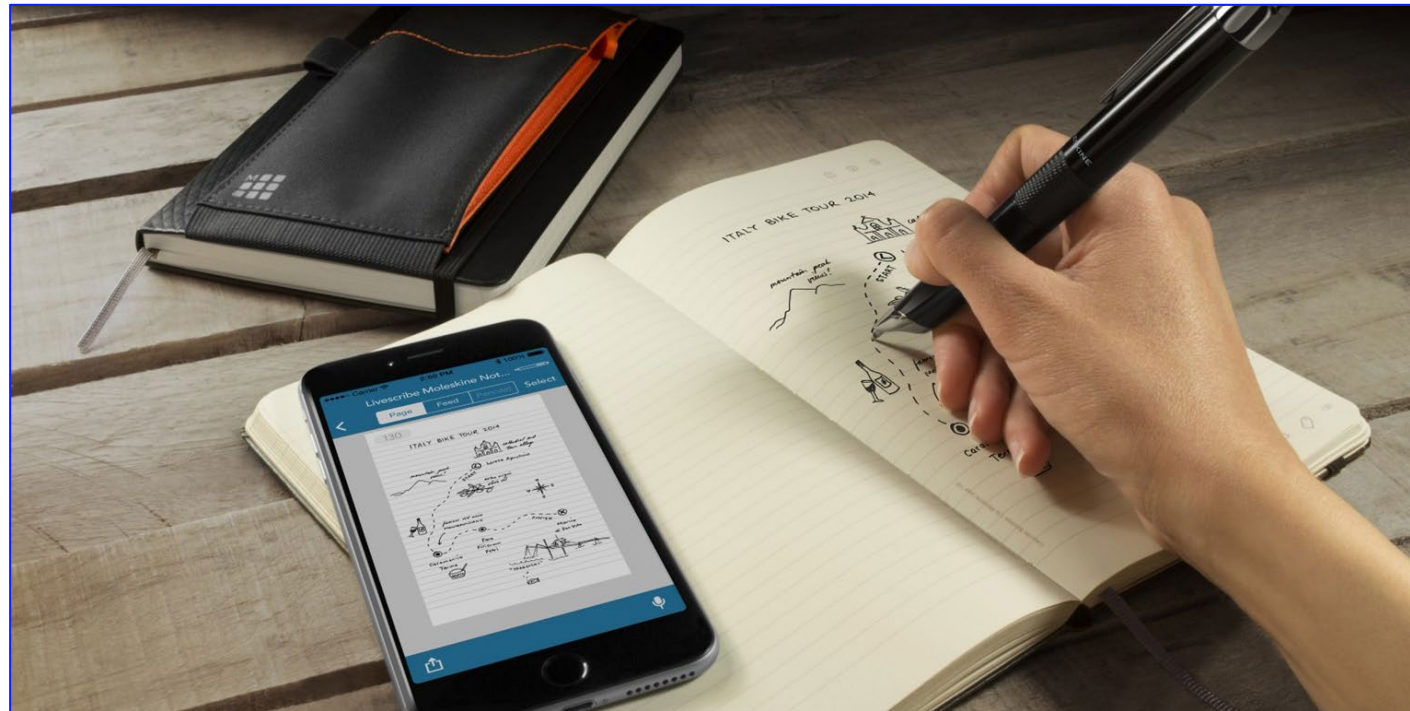
TREE	
<b>T</b>	Topic Sentence: Tell what you believe.
<b>R</b>	Reasons – 3 or more. Explain each reason further. Reason:
<b>E</b>	Explanation:
	Reason:
	Explanation:
	Reason:
	Explanation:
<b>E</b>	Ending: Wrap it up right.



POW	
<b>T</b>	You should go to Orlando, Florida
<b>R</b>	1: fun parks nearby
<b>E</b>	Sea world, Lego Land, and water parks
<b>R</b>	2: 3 other things to do
<b>E</b>	hot air balloons, Science Centers and Dinosaur museum
<b>R</b>	3: to see sports
<b>E</b>	baseball, football, and car races
<b>R</b>	4: Florida has disney world
<b>E</b>	no basketball team
<b>R</b>	5: games, rides, and activities
<b>E</b>	disney world parks other things sports

# Electronic Note Taker

Echo Pen: Record everything you write, hear, or say. Replay your meetings or lectures simply by tapping on your notes.



# Speech to Text (STT) / Voice Recognition

Technologies that can translate spoken language into digitized text or turn spoken commands into actions (i.e., "open Microsoft Word").

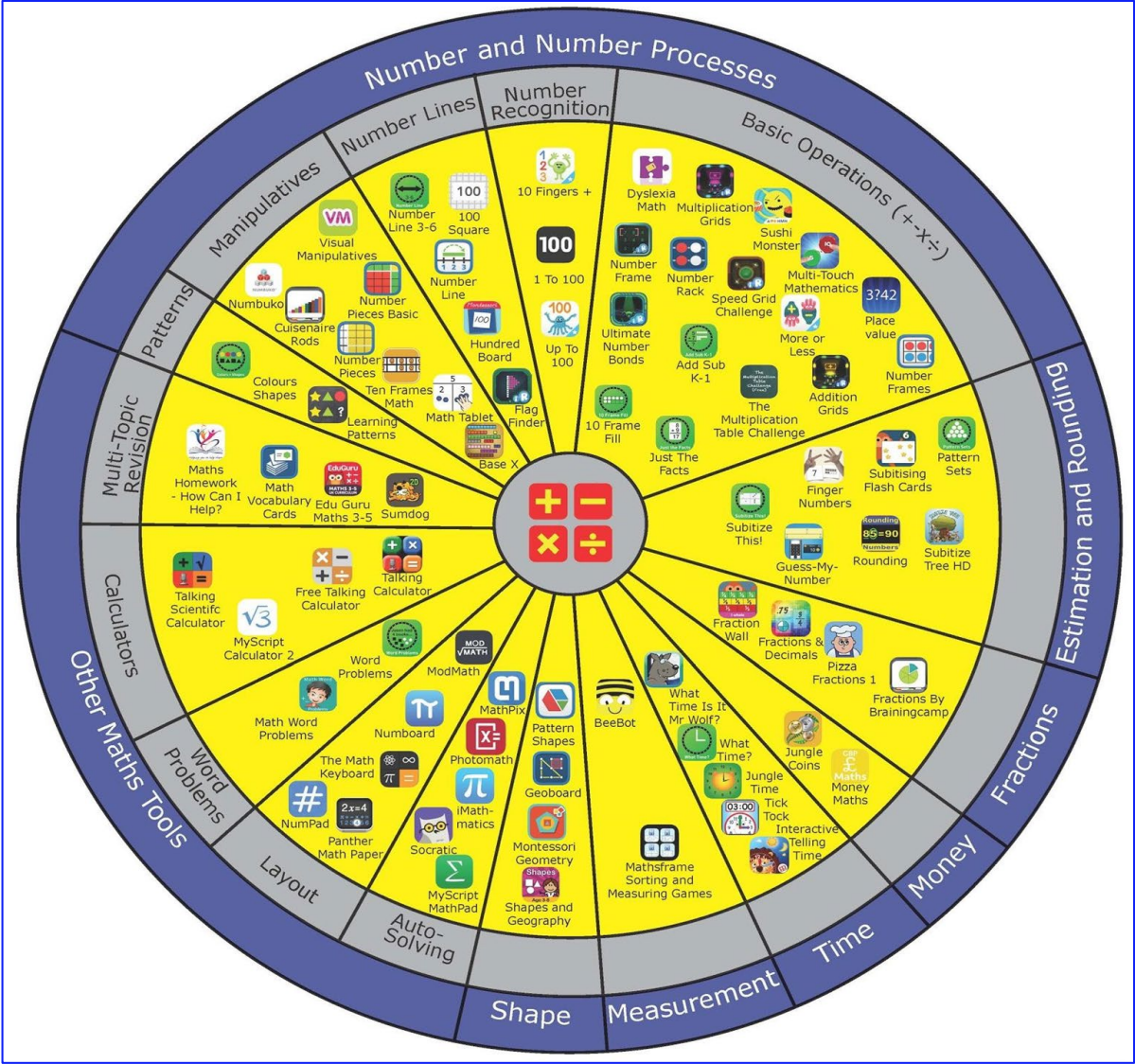


# Tablet Applications

- Applications are available that can support what is going on in the classroom
- Where to look:
  - Search on application store
  - CALL (Communications, Access, Literacy and Learning) Scotland  
<https://www.callscotland.org.uk/downloads/posters-and-leaflets/>



# Example: Math Applications





# Accommodations Timing/ Scheduling

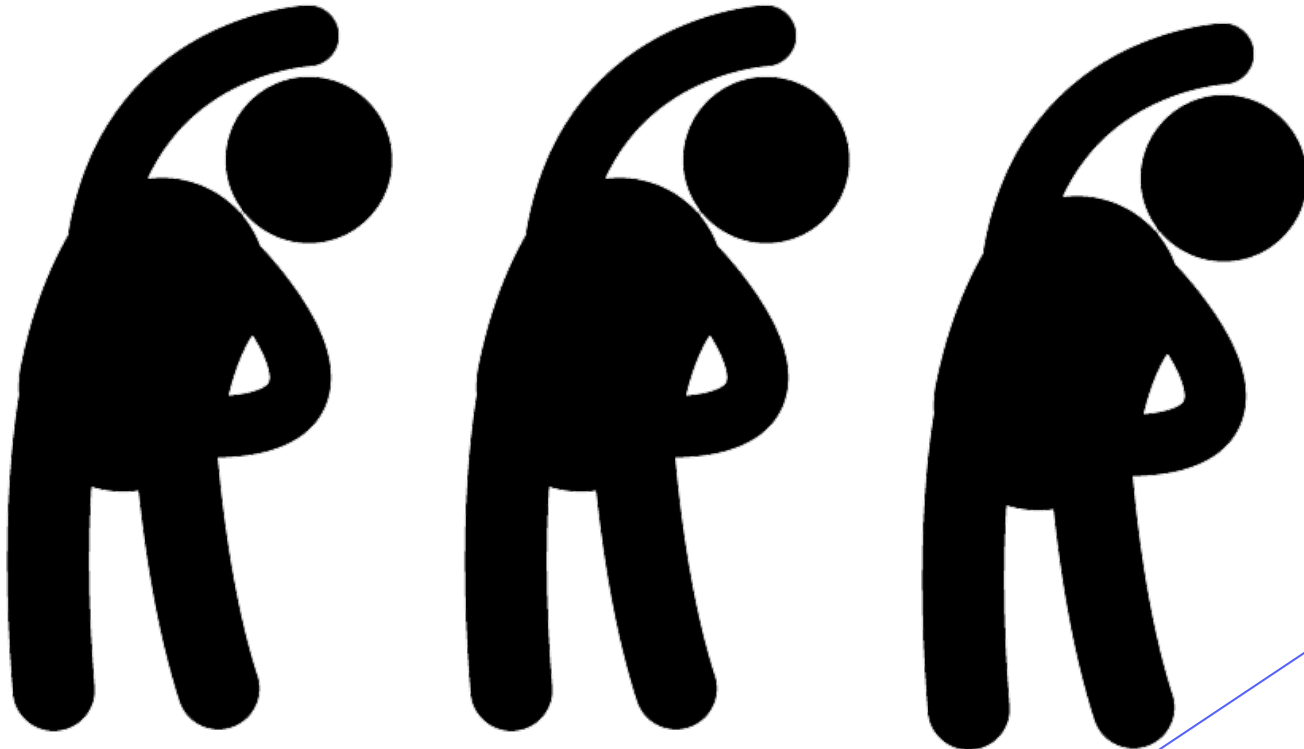
Length of time to complete assignments, tests, and activities

Examples:

- Multiple breaks
- Preferential scheduling
- Extended time
- Untimed test

# Multiple Breaks

Giving students breaks helps increase the effort they put into their activities as well as their ability to stay on task.



# Extra Time

- Allow for extra time to finish reading assignments
- Provide reading assignments over the summer or school breaks



# Accommodations: Setting

Location in which student receives instruction or the conditions to reduce distractions or increase physical access

Examples:

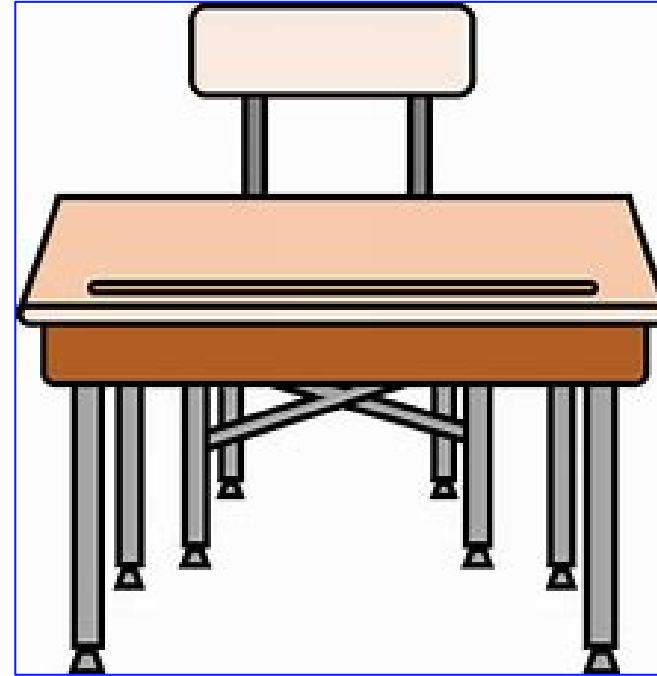
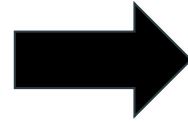
- Use of study carrel
- Uncluttered space
- Space for movements or breaks
- Testing in alternative site

# Study Carrels and Uncluttered Space

Minimize distraction and increase concentration



# Testing in an Alternative Site



# Documenting Accommodations

If a Special Education Students requires accommodations to perform academic tasks, they **MUST** be described in

- Present Levels of Performance
- Supplemental Aids & Services
- Optional: Clarification of Services



# Case Studies

- Read
- Discuss with Partner
- Analyze Student Need
- Determine Accommodation
- Share Out

# III. Summative Test Supports-

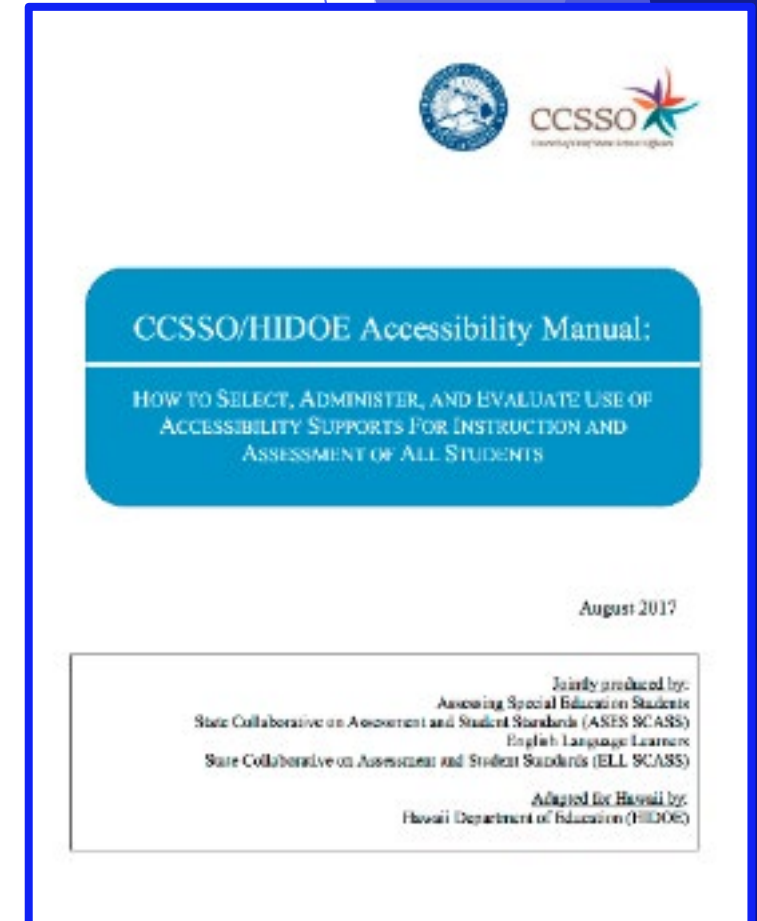
Why? What? When? Who?  
How? How well?

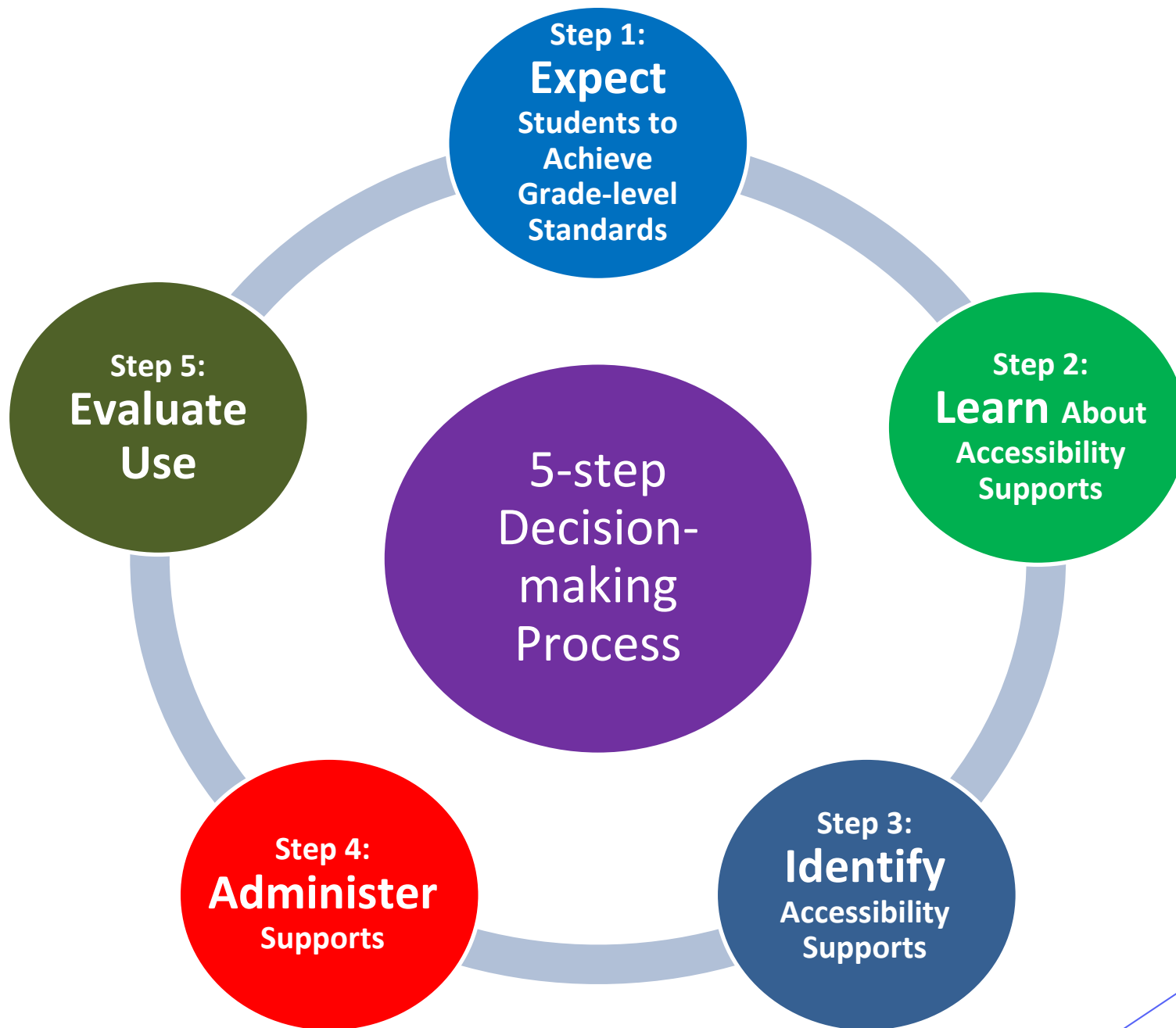
# Process for Selecting Supports

## CCSSO/HIDOE Accessibility Manual

Council of Chief State School Officers (CCSSO) developed a process for selecting supports

- Shared with all states
- Customized for Hawaii





# Supports- Why?

Share common expectation

# Not only a Legal Matter...

Expectations:

- ◆ Color our own perception
- ◆ Influence student response
- ◆ Presume knowledge of future
  - Change in an underlying condition
  - Student maturation or growth
  - Addressment of specific disability
    - Development of new technologies



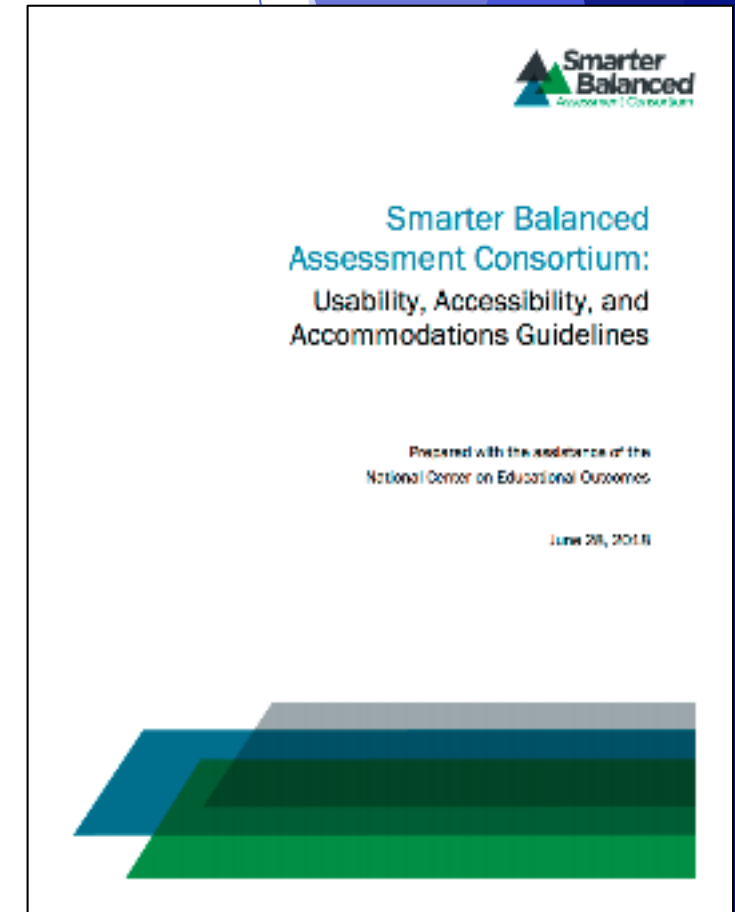
# Supports- What? When?

Learn about available supports



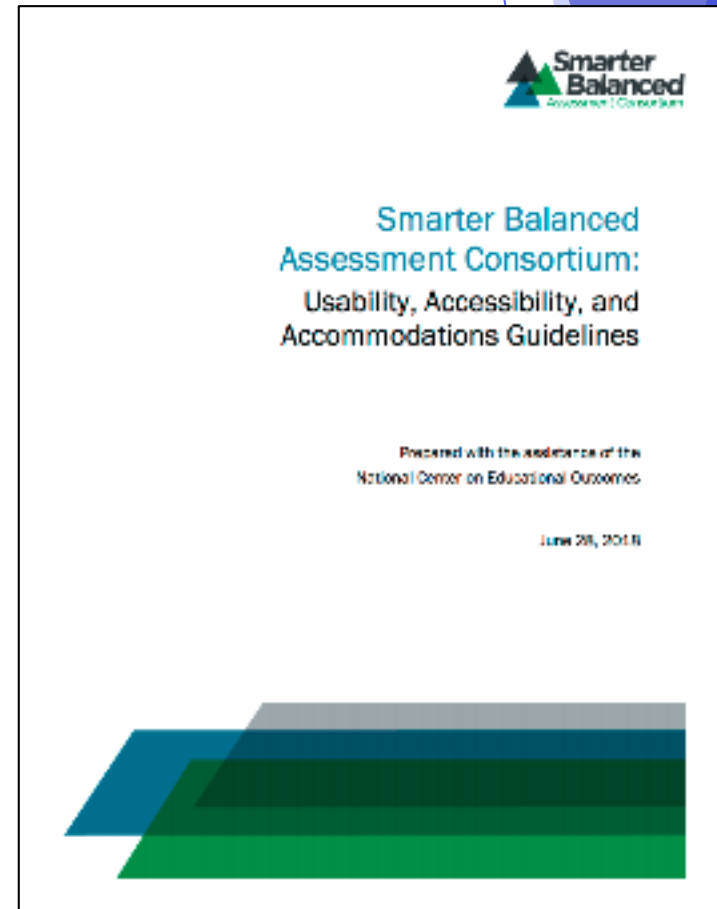
# Usability, Accessibility, and Accommodations Guidelines (UAAG)

- The UAAG should be consulted by IEP teams before making summative test accommodation decisions.
- The UAAG provides information on the summative test accessibility supports that are available for the Smarter Balanced Assessment, including support descriptions and recommendations for use.



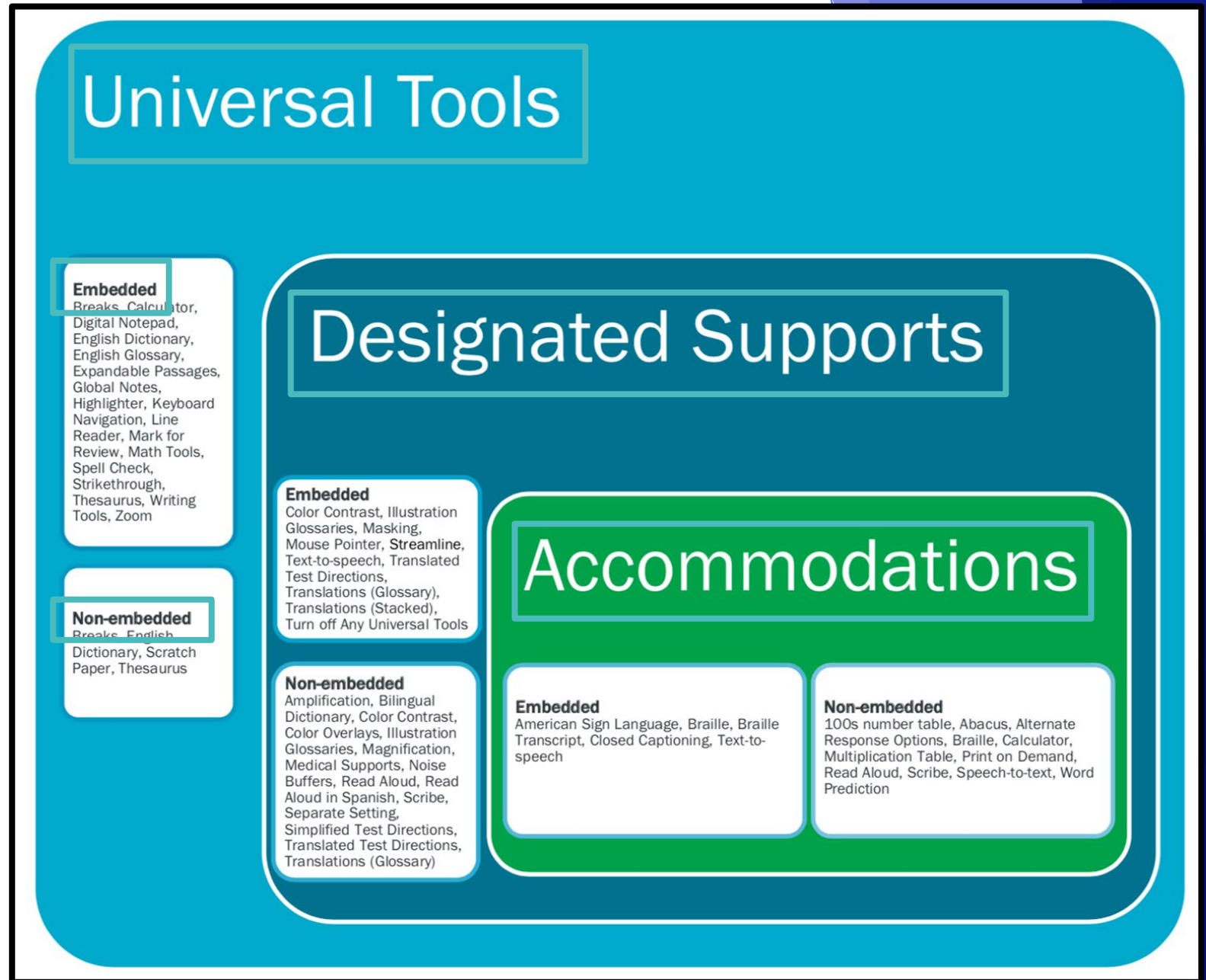
# Organization of the UAAG

- Universal Tools
  - Embedded and Non-embedded
- Designated Supports
  - Embedded and Non-embedded
- Accommodations
  - Embedded and Non-embedded



# 2019 - 2020 Smarter Balanced Accessibility Supports

Page 4



# Difference between Support Levels

- **Universal tools** are available to ALL students and are automatically set in the system if they are embedded.
- **Designated supports** are available to ANY student and are set by the school.
- **Accommodations** are ONLY available to IDEA or 504 students with a documented need and are set by the State Assessment Section.

# Two ways to provide supports


## Embedded


- Provided as part of the digital test delivery


## Non-embedded


- Provided externally, not part of digital delivery system


# Examples of Embedded Supports


 Tutorial

 Mark for Review

 Notepad



 Speak Question

 Speak Selection

 Highlight Selection



1

Each page in a picture album has 3 rows, and 4 pictures fit in each row.

How many pictures fit on each page?

(A) 9

(B) 11

(C) 12

(D) 15

fit

Glossary

Spanish Glossary

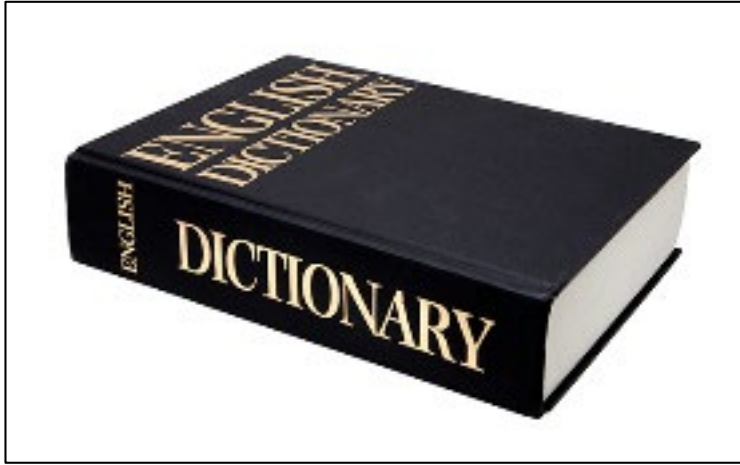
fit – to be of the right size and shape

## APPENDIX A: SUMMARY OF SMARTER BALANCED UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

	Universal Tools	Designated Supports	Accommodations
<div>Embedded</div> <div>UAAG, p. 27</div>	Breaks	Color Contrast	American Sign Language <sup>12</sup>
	Calculator <sup>1</sup>	Illustration Glossaries <sup>7</sup>	Braille
	Digital Notepad	Masking	Braille Transcript
	English Dictionary <sup>2</sup>	Mouse Pointer	Closed Captioning <sup>13</sup>
	English Glossary	Streamline	Text-to-Speech <sup>14</sup>
	Expandable Passages	Text-to-Speech <sup>8</sup>	
	Global Notes <sup>3</sup>	Translated Test Directions <sup>9</sup>	
	Highlighter	Translations (Glossary) <sup>10</sup>	
	Keyboard Navigation	Translations (Stacked) <sup>11</sup>	
	Line Reader	Turn off Any Universal Tools	
	Mark for Review		
	Math Tools <sup>4</sup>		
	Spell Check		
	Strikethrough		
	Thesaurus <sup>5</sup>		
	Writing Tools <sup>6</sup>		
	Zoom		



# Examples of Non-embedded Supports



Five nine  
seven  
minus  
three four



**Non-embedded****UAAG, p. 28**

Breaks

English Dictionary<sup>15</sup>

Scratch Paper

Thesaurus<sup>16</sup>

Amplification

Bilingual Dictionary<sup>17</sup>

Color Contrast

Color Overlays

Illustration Glossaries<sup>18</sup>

Magnification

Medical Supports

Noise Buffers

Read Aloud<sup>19</sup>Read Aloud in Spanish<sup>20</sup>Scribe<sup>21</sup>

Separate Setting

Simplified Test Directions

Translated Test Directions

Translations (Glossary)<sup>22</sup>100s Number Table<sup>23</sup>

Abacus

Alternate Response Options<sup>24</sup>Braille<sup>25</sup>Calculator<sup>26</sup>Multiplication Table<sup>27</sup>

Print on Demand

Read Aloud<sup>28</sup>Scribe<sup>29</sup>

Speech-to-Text

Word Prediction

# Support Search- UAAG, p. 27-28

Embedded and/or non-embedded?

- Calculator
- Read Aloud
- Scribe
- Speech-To-Text (STT)
- Text-To-Speech (TTS)

Which Level(s):

- Universal tool
- Designated support
- Accommodation

# Examples of Universal Tools

Universal Tool	Embedded and/or Non-embedded?	Where and when can it be used?
Calculator	Embedded	Math test- some test items for grade 6 and up
English Dictionary <u>and</u> Thesaurus	Embedded <u>and</u> Non-embedded	For ELA performance task full-writes
Glossary	Embedded	ALL tests
Scratch Paper	Non-embedded	ALL tests- Graph paper for grade 6 and up

# Examples of Designated Supports

Designated Support	Embedded and/or Non-embedded?	Where and when can it be used?
Streamline	Embedded	ALL tests
Illustration Glossaries and <u>Translations</u> (Glossary)	Embedded <u>and</u> Non-embedded	Math test
Bilingual Dictionary	Non-embedded	For ELA performance task full-writes
Text-To-Speech	Embedded	ALL except ELA Reading Passages

# Designated Support - Streamline

## Standard Interface

Questions: 1 - 5 | G6 Math Performance Task (0 out of 5) | QUEST (State-SSID: QUEST) | QUEST SESSION

**CEREAL BOXES**  
A cereal company uses cereal boxes that are rectangular prisms. The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design the company proposed. Then you will create and propose your own design for the company.

Requirements for the new boxes:

- The new boxes have to use less cardboard than the original boxes.
- The new boxes have to hold the same or a greater volume of cereal as the original boxes.

**1**  
Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.  
Find the volume,  $V$ , in cubic inches, of each box.  
Volume of Original Box:  $V = \underline{\hspace{1cm}} \text{ in}^3$

Calculator interface showing a 3x3 grid with numbers 1-9 and a decimal point.

**2**  
Label the dimensions of the net for the current cereal box with dimensions 12 inches high, 8 inches wide, and 2 inches deep.

Diagram of a cereal box net with dimensions 12 in, 8 in, and 2 in labeled.

## Streamline Interface

Questions: 1 - 5 | G6 Math Performance Task (0 out of 5) | QUEST (State-SSID: QUEST) | QUEST SESSION

**Cereal Boxes**  
A cereal company uses cereal boxes that are rectangular prisms. The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design the company proposed. Then you will create and propose your own design for the company.

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Find the volume,  $V$ , in cubic inches, of each box.  
Volume of Original Box:  $V = \underline{\hspace{1cm}} \text{ in}^3$

# Designated Support- Illustrations Glossary (Math)

only construct-irrelevant words

1

A principal wants to know if students are in favor of a new dress code at their school. The principal is not sure if every student at the school, so she needs to select an appropriate sample.

Select which sample of students is most appropriate.

- (A) Students randomly selected from the school.
- (B) Students sitting at random tables in the cafeteria.
- (C) Students she selects from the basketball team.
- (D) Students selected by the teachers.

students

Illustration



are in favor of a new dress code at every student at the school, so she needs to select an appropriate sample.

school.



# Designated Support- Translations (Glossary)

Math content test, only construct-irrelevant words

Two options:

1. One selected second-language OR
2. English and one selected second-language

# Translations (Glossary) - One selected 2<sup>nd</sup> Language

Questions: 1 - 6 G7 Math Performance Task (0 out of 6) GUEST (State-SSID: GUEST) GUEST SESSION

Back Next Save Pause Calculator Zoom Out Zoom In

## 2

### USING WATER WISELY

Water is a valuable resource that can easily be wasted. In this task you will investigate how much water the average American uses each day. You will then investigate how much water a family uses using different strategies.

According to some estimates, the average American uses 80–100 gallons of water daily. Of this total, the average American uses about:

- 27% by flushing toilets
- 25% while taking showers/baths
- 10% by running the faucet while brushing teeth, washing hands, and shaving

How many gallons per minute of water are used by running water in the bathtub while waiting for it to get hot?

Enter the unit rate in **gallons per minute**.

how much

Spanish Glossary

Cuánta

4 5 6

7 8 9

0 .  $\frac{\Box}{\Box}$

## 3

Now, you will start investigating ways to save water. Taking shorter showers is one way to save water.

What is the range for the amount of water, in gallons, that is saved if a shower lasts for 5 minutes instead of



Audio available

# Translations Glossary - English + One selected 2<sup>nd</sup> Language

Questions: 1 - 5 G6 Math Performance Task (4 out of 5) GUEST (State-SSID: GUEST) GUEST SESSION

Back Next Save Pause Calculator Zoom Out Zoom In

## CEREAL BOXES

A cereal company uses cereal boxes that are rectangular prisms. The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design that the company proposed. Then, you will create and propose your own design for the company.

1

Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.

Find the volume,  $V$ , in cubic inches, of each box.

Volume of Original Box:  $V = \underline{\hspace{1cm}} \text{ in}^3$

company

Glossary Spanish Glossary

a business that sells items for money

4 5 6

Performance Task (4 out of 5) GUEST (State-SSID: GUEST) GUEST SESSION

Calculator Zoom Out Zoom In

## ES

uses cereal boxes that are rectangular prisms. The dimensions shown.

1

Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.

Find the volume,  $V$ , in cubic inches, of each box.

Volume of Original Box:  $V = \underline{\hspace{1cm}} \text{ in}^3$

the company want

a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design that the company proposed. Then you will create and propose your own design for the company.

company

Glossary Spanish Glossary

compañía, empresa

1 2 3  
4 5 6  
7 8 9

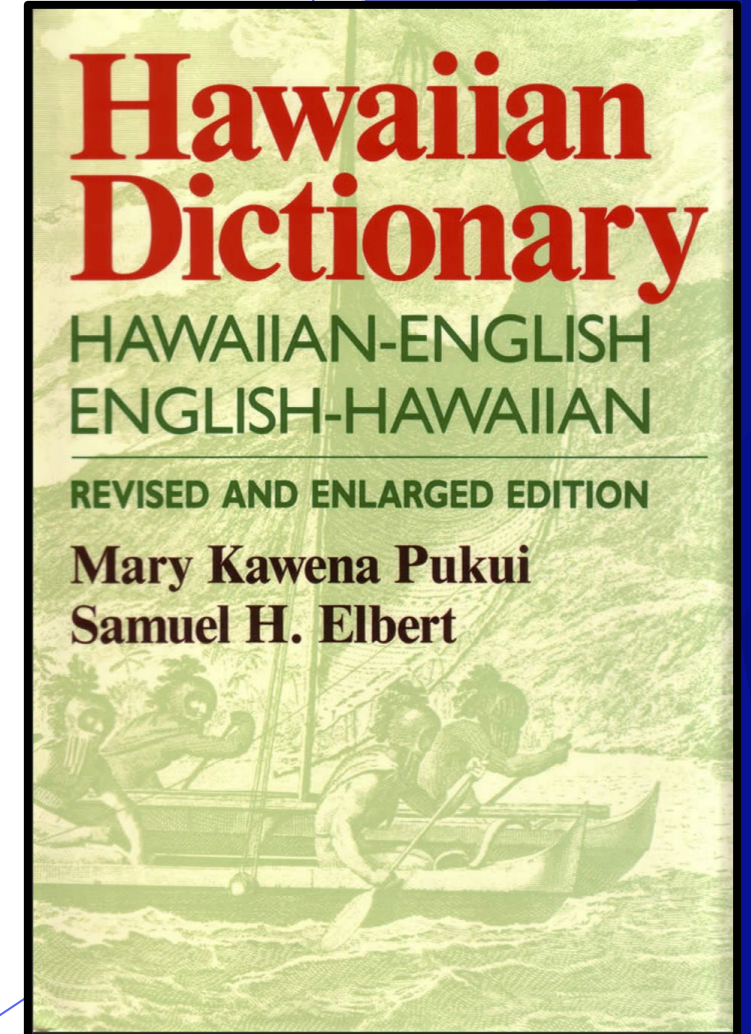


## Second Languages Glossaries available (Math):

- Filipino
- Tagalog/Ilokano
- Spanish
- Hmong
- Vietnamese
- Mandarin
- Korean
- Punjabi
- Arabic
- Cantonese
- Somali
- Russian
- Ukrainian
- Burmese

# Designated Support- Bilingual Dictionary

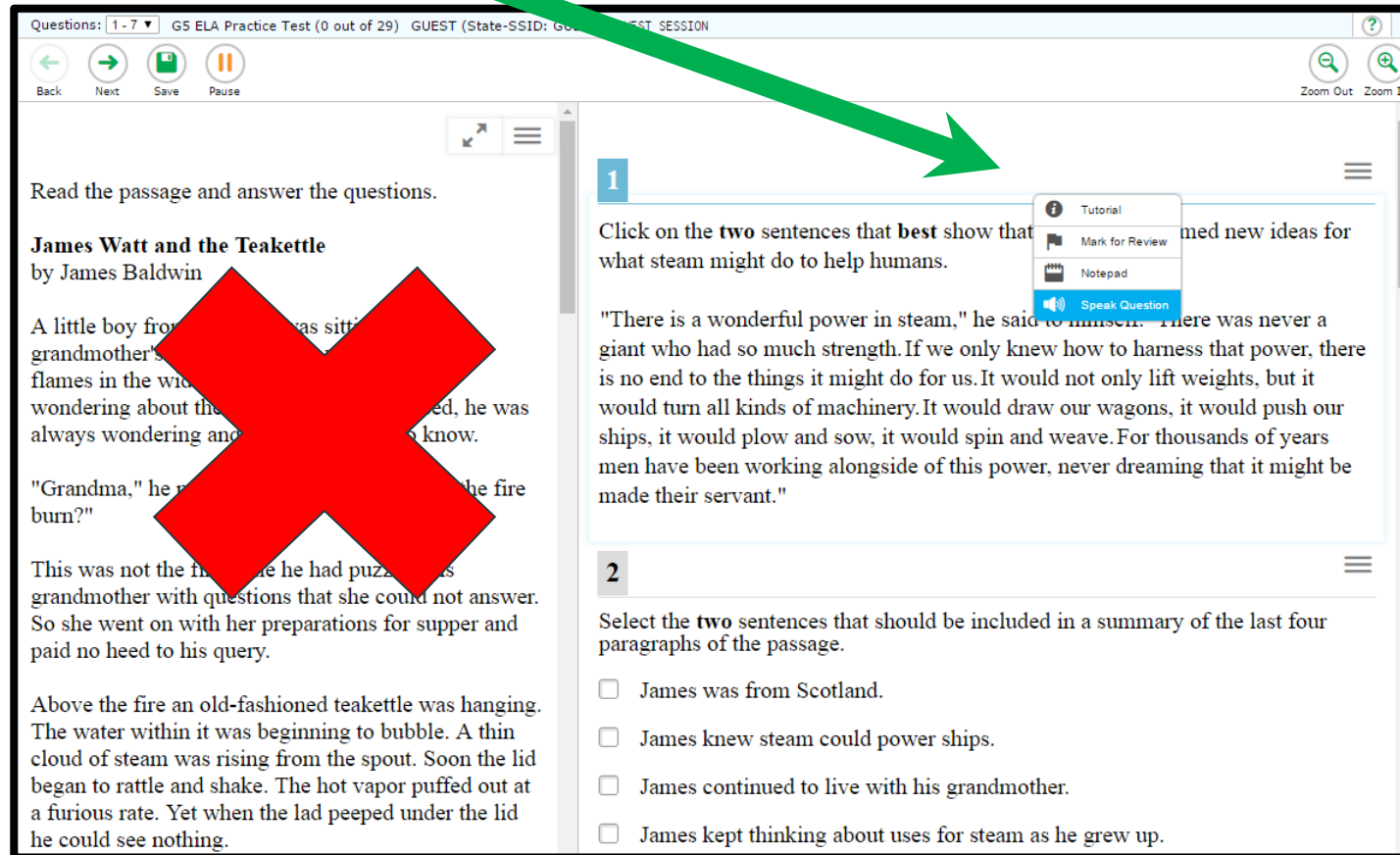
- ▶ ELA full write only
- ▶ Bilingual/ dual language word-to-word dictionary
- ▶ Any language



# Text-To-Speech Designated Support-

NO ELA CAT Reading Passage, but everything else!

ELA PT/Math/Science- Stimuli and items (Both R and L panels) AND  
ELA CAT items (R panel)



Questions: 1 - 7 G5 ELA Practice Test (0 out of 29) GUEST (State-SSID: GUEST) TEST SESSION

Back Next Save Pause Zoom Out Zoom In

Read the passage and answer the questions.

**James Watt and the Teakettle**  
by James Baldwin

A little boy from Scotland was sitting on the floor, looking at the flames in the wide fireplace. He was wondering about the power of the fire. He was always wondering and always wanting to know.

"Grandma," he asked, "how does the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

1 Click on the **two** sentences that **best** show that James Watt had formed new ideas for what steam might do to help humans.

Tutorial Mark for Review Notepad Speak Question

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant."

2 Select the **two** sentences that should be included in a summary of the last four paragraphs of the passage.

- ☐ James was from Scotland.
- ☐ James knew steam could power ships.
- ☐ James continued to live with his grandmother.
- ☐ James kept thinking about uses for steam as he grew up.



# TTS Designated Support across tests

- ELA CAT Items
- Math, Science, and ELA PT Stimulus and Items

View and Edit Student

Embedded Designated Supports

Embedded Designated Supports	ELA-CAT	ELA-PT	EOC/HSA Science	HSA-Alt	Mathematics
Color Contrast (Designated Support) ?	Black on White	Black on White	Black on White	⊗	Black on White
Masking (Designated Support) ?	Masking Not Available	Masking Not Available	Masking Not Available	⊗	Masking Not Available
Mouse Pointer (Designated Support) ?	System Default	System Default	System Default	⊗	System Default
Permissive Mode (Designated Support) ?	OFF	OFF	OFF	⊗	OFF
Streamlined Mode (Designated Support) ?	OFF	OFF	OFF	⊗	OFF
TTS Designated Support	Items ONLY	<div>None Items Stimulus Stimulus &amp; Items</div>	Stimulus and Items	⊗	Stimulus and Items
English Glossary (Designated Support) ?	English Glossary			⊗	English Glossary

# Examples of Accommodations

Accommodations	Embedded and/or Non-embedded?	Where and when can it be used?
Calculator	Non-embedded	Math test (for some test items, grade 6 and up)
Multiplication Table	Non-embedded	Math test (grades 4 and up)
Speech-To-Text	Non-embedded	ALL tests
Text-To-Speech	Embedded	ELA CAT Reading Passage



# Accommodation Deep Dive-

## Questions:

1. What is the UAAG description?
2. What are the recommendations for use?

- Calculator (page 23)
- Multiplication Table (page 23)
- Scribe (page 24)
- Speech-To-Text (page 24)
- Text-To-Speech (page 21)



# Activity

Accommodation	Description	Recommendations for Use
Calculator (p. 23) For calculator-allowed items only, grades 6-8 and 11	Special type of calculator- Braille or Talking	For students with visual impairments who are unable to use the embedded (on-screen) calculator that is available on select items.
Multiplication Table (p. 23)		
Scribe (p. 24)		
Speech-To-Text (p. 24)		
Text-To-Speech (p. 21)		

# What's the difference between the designated support level and the accommodation level for these supports?

- TTS

TTS as a designated support covers all other tests and test parts EXCEPT the Reading Passage on the ELA CAT. Schools will need to set TTS designated support for students who have this need and for whom this supports helps. Designated supports should be set and tried out at the beginning of the school year.

- Scribe

Scribe as a designated support covers all other tests and test parts EXCEPT the ELA PT Long Write portion. In a like manner as for the TTS support, schools should set this support at the designated support level for students who cannot enter physically enter response on the assessment.

# Supports- Who?

Identify appropriate supports to mediate  
student need

# Identifying Appropriate Accommodations

## 1. Consider Test Constructs

- ELA Claim #1- Reading
- ELA Claim #2- Writing
- Math Claim #1- Concepts and Procedures

## 2. Discuss Accommodation Documentation Requirements

- Text-To-Speech (TTS)
- Speech-To-Text (STT)
- Multiplication Table (MT)

## 3. Check Understanding

# Smarter Balanced ELA Claim #1 - Reading

"Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."



# Evidence for Text-to-Speech Accommodation

1. Significant visual impairment/blindness coupled with inability to read Braille OR
2. Professional diagnosis of a profound reading-based disability (dyslexia) to the extent that the student is considered to be a “lifelong non-reader” OR
3. (A + B + C)
  - A. Intervention evidence showing that repeated, targeted intervention has not resulted in decoding, fluency, or comprehension gains over time.
  - B. Evidence that the provision of TTS mediates student’s specific reading disability.
  - C. Evidence that student must use TTS in daily instruction in all subjects in order to access print.

# Accessibility Support Case Study #1

Can you select the appropriate level of TTS support for Abigail and Aaron?

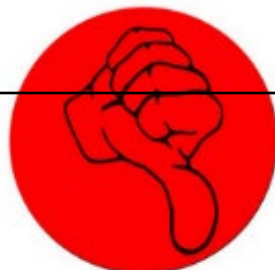




# TTS Accommodation?



Abigail	Aaron
Grade 6 student reading at a 1.9 G.E.	Grade 6 student reading at a K.8 G.E.
Single intensive reading intervention program from September to January has yielded a 150 point increase in Lexile score this year.	Intensive reading intervention program for the past three years has yielded no increases in Lexile scores.
Currently using TTS for classroom instruction in all non-Reading subjects.	Currently using TTS for all classroom instruction and assessment.



# Turn and Talk

1. How might the assignment of the TTS accommodation impact the validity of a student's reading score?
2. Why doesn't the assignment of TTS designated support for ELA, Math and Science have a similar impact on validity?
3. Why is it important for the state to verify student accommodations for summative testing?

## Smarter Balanced ELA Claim #2- Writing

“Students can produce effective and well-grounded writing for a range of purposes and audiences.”



# Evidence for Speech-to-Text Accommodation

- 1) Medical emergency that impacts student's ability to type response OR
- 2) (A + B + C)
  - A. Significant motor impairment/processing disability
  - B. Evidence that use of voice-recognition software is the only way student can demonstrate composition skills
  - A. Evidence that student uses Speech-To-Text consistently in daily instruction and assessment of Writing

# Accessibility Support Case Study #2

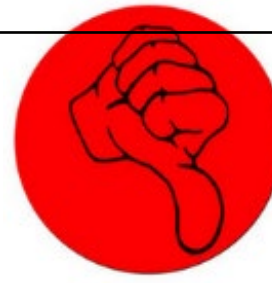
Can you select the appropriate level of support for Betty and Bob? Is Speech-to-Text warranted?



# Speech-to-Text Accommodation?

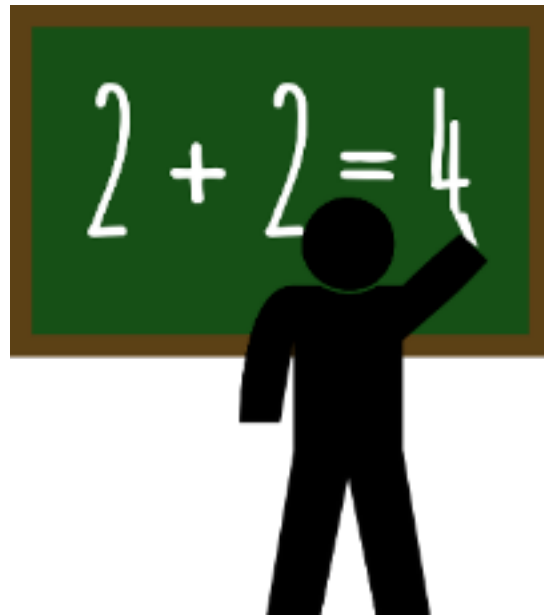


Betty	Bob
Grade 3 student with Cerebral Palsy.	Grade 3 student with SLD.
Reads at a 3.4 G.E.	Reads at a 1.6 G.E.
Uses electronic communication board and speech-to-text software to respond and produce written work. Able to produce a summary of text, present an opinion, and describe a step-by-step procedure when accommodation is provided.	Able to copy a complete sentence when provided a model. Struggles with spelling when writing on his own. Currently working on phonemic awareness and use of capitals and periods as part of basic sentence structure.



# SB Math Claim #1 - Concepts and Procedures

"Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."



# Smarter Balanced Multiplication Table

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



# Evidence for Multiplication Table Accommodation

- 1) Significant and persistent documented calculation disability (dyscalculia) OR
- 2) Evidence student has no conceptual understanding of multiplication OR
- 3)  $(A + B + C)$ 
  - A. Intervention evidence showing that repeated, targeted intervention has not resulted in multiplication fluency gains over time.
  - B. Evidence that the provision of a MT mediates student's specific math disability.
  - C. Evidence that student must use a MT in daily instruction in order to find a product.

# Accessibility Support Case Study #3

Can you select the appropriate level of support for Kolea and Carl? Is the Multiplication Table warranted?



# Multiplication Table?



Kolea	Carl
Grade 4 student diagnosed with dyscalculia.	Grade 4 student diagnosed with dyscalculia.
Has difficulty counting down, recalling math facts. Continues to use objects and visuals to find sums, differences, and products within 20.	Has difficulty with symbolic representation and concepts of quantity. Currently uses manipulatives to represent numbers within 20.



# Number of Verified Accommodations SY2018-19

Accommodation	TTS	Read Aloud	STT	Scribe	MT
Number Verified in State	9	0	4	16	15
Percent of ALL Students	0.01	0	0.004	0.02	0.02

# Supports- How?

How to administer supports and processes to document, request, and set supports

# Documentation- IDEA, 504 and ELL

IDEA, 504, and ELL student records must include the accommodations AND designated supports that these students need for summative testing.

- Accommodations are recorded in the IEP or 504 Record.
- Legacy accommodations will continue to appear in school's HSA Accommodations and Participation Report; cannot unclick!
- Designated Supports are recorded in the eCSSS Student Record (Status tab).

# Accommodation Evidence in IEP Records

Within the IEP, there are **three tabs** that are used to document student need:

The screenshot shows a form titled "Individualized Education Program". Below the title is a row of input fields: "Student Name", "Student ID", "Birth Date", "Gender", "Grade", and "School". Below these fields is a row of tabs: "Considerations", "PLEP", "Transition Services", "Standards and Goals", "Services", "ESY", "Statewide Assessment", "LRE", and "Actions". Three red circles are drawn around the "PLEP", "Services", and "Statewide Assessment" tabs. Three red arrows originate from a single point above the "PLEP" tab and point to each of the three circled tabs.

Individualized Education Program								
Student Name	Student ID	Birth Date	Gender	Grade	School			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			
Considerations	PLEP	Transition Services	Standards and Goals	Services	ESY	Statewide Assessment	LRE	Actions

Data

Use

Accommodation

Once you select an accommodation in the Statewide Assessment tab, if it isn't verified, an IEP Amendment may be needed.

# Accommodation Evidence in 504 Records

In the 504 record there are also three tabs used to document student need.

**One tab** has a different label.

The screenshot shows the '504 Plan' form. At the top, there is a header '504 Plan'. Below it, there are input fields for 'Student Name', 'Student ID', 'Birth Date', 'Gender', 'Grade', and 'School'. Below these fields is a row of tabs: 'PLEP', 'Eligibility', 'Accommodations and Related Services', 'Goals and Objectives', 'Statewide Assessment', and 'Actions'. The 'PLEP' tab is circled in pink, and a red arrow points from the text 'One tab has a different label.' to it. The 'Accommodations and Related Services' tab is also circled in pink. The 'Statewide Assessment' tab is circled in pink. Below the tabs, there are input fields for 'Data', 'Use', and 'Accommodation'.

Data

Use

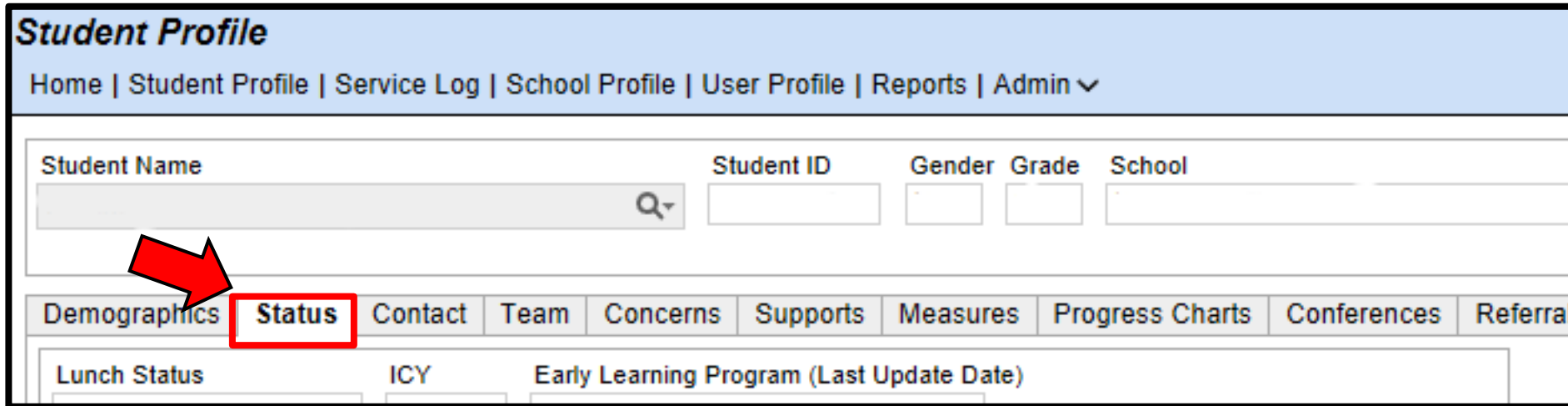
Accommodation



# Documenting Designated Supports in eCSSS

## 1. Status tab

IDEA, 504, and ELL students must document Designated Supports in the **Status** tab.



The screenshot shows the 'Student Profile' page in the eCSSS system. At the top, there is a navigation bar with links: Home | Student Profile | Service Log | School Profile | User Profile | Reports | Admin. Below this is a search bar with the label 'Student Name' and a search icon. To the right of the search bar are input fields for 'Student ID', 'Gender', 'Grade', and 'School'. Below these fields is a row of tabs: Demographics, Status, Contact, Team, Concerns, Supports, Measures, Progress Charts, Conferences, and Referral. The 'Status' tab is highlighted with a red box, and a red arrow points to it from the left. Below the tabs, there are input fields for 'Lunch Status', 'ICY', and 'Early Learning Program (Last Update Date)'.

Don't forget to document administrative considerations for ELL students in grades K-2, 9, 10, and 12!

## 2. Display Student Assessments

**Student Profile**Welcome, | Logout

Home | Student Profile | Service Log | School Profile | User Profile | Reports | Admin ▾

Student Name

Student ID

Gender

Grade

School

Select Profile View  
Page 1 ▾

Demographics

Status

Contact

Team

Concerns

Supports

Measures

Progress Charts

Conferences

Referral

Program

Incidents

Restraints

Lunch Status

ICY

Early Learning Program (Last Update Date)

ELL Status

ELL Action Code

ELL Action Date

Proficiency

ELL Monitor Until Date

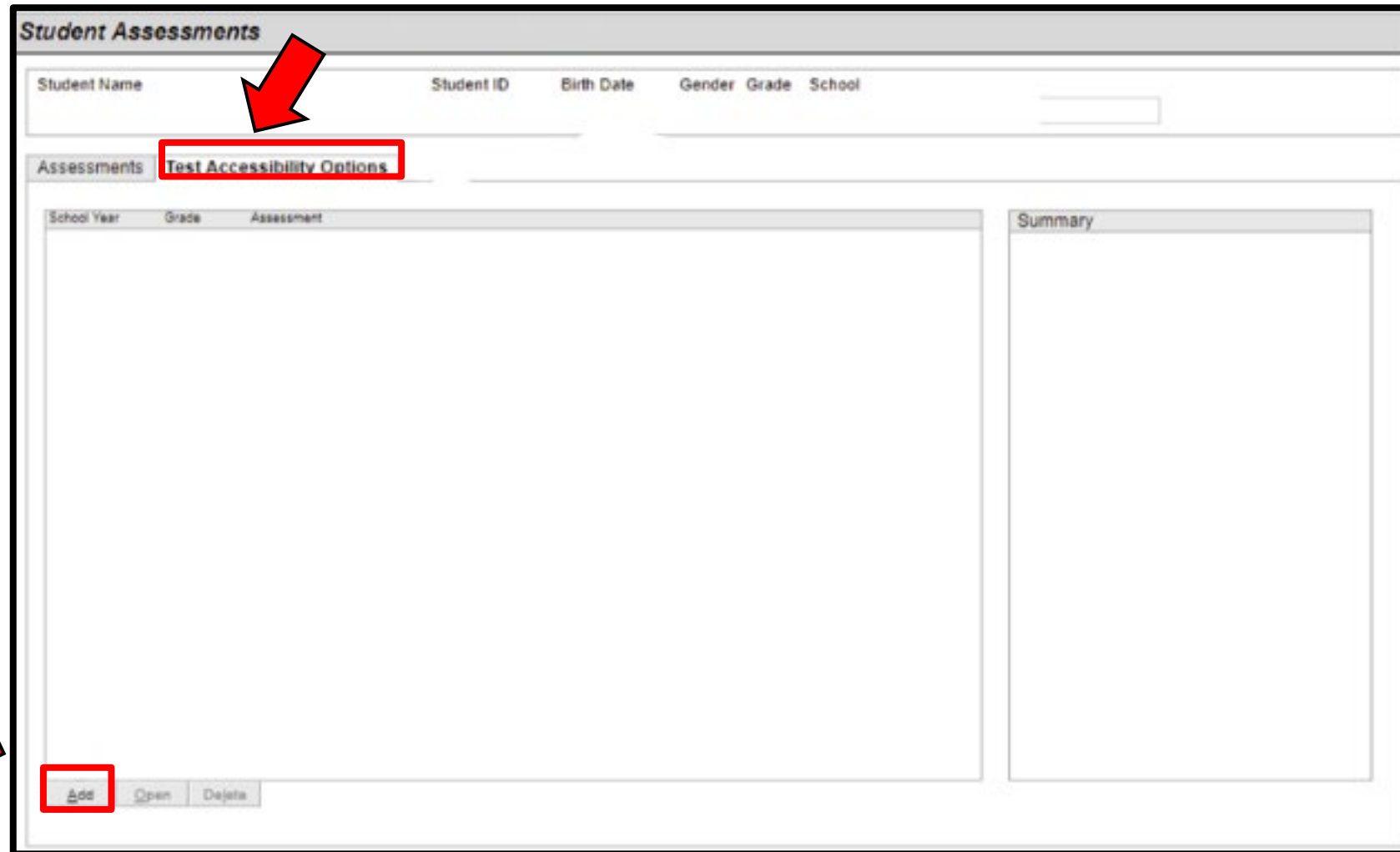
Actions

Display Student Assessments

Open ICY Worksheet

	Students First Acquired Language	Language Most Often Spoken at Home	Language Most Often Used by Student	Source	Updated
Initial	English	English	English	eSIS	
Current	English	English	English	Campus	

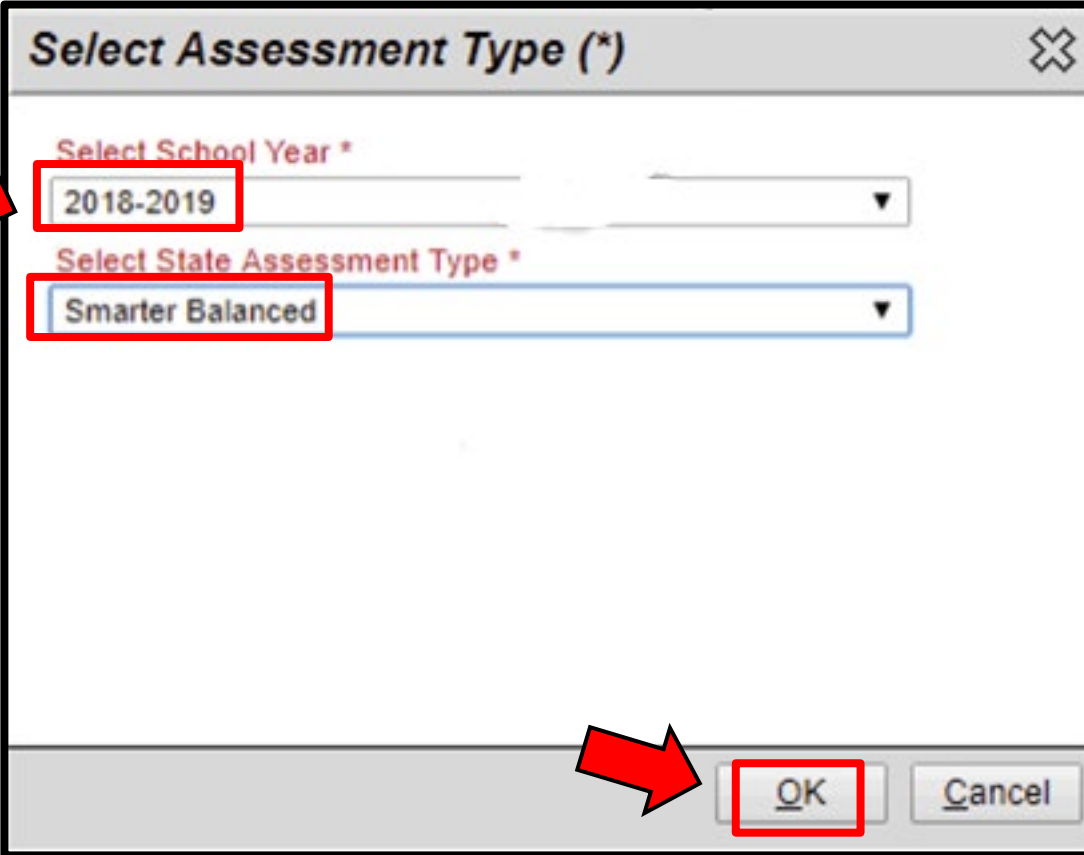
### 3. Test Accessibility Options



The screenshot shows a web application titled "Student Assessments". At the top, there is a header bar with the title. Below it is a form with fields for "Student Name", "Student ID", "Birth Date", "Gender", "Grade", and "School". A red arrow points to the "Student Name" field. Below the form is a tabbed interface with two tabs: "Assessments" and "Test Accessibility Options". The "Test Accessibility Options" tab is selected and highlighted with a red box. Below the tabs is a large table with columns "School Year", "Grade", and "Assessment". To the right of the table is a "Summary" panel. At the bottom left of the table, there are three buttons: "Add", "Open", and "Delete". The "Add" button is highlighted with a red box, and a red arrow points to it from the left side of the slide.

### 4. Add

5. Select School Year: 2019-2020
6. Select State Assessment Type: Smarter Balanced



The screenshot shows a dialog box titled "Select Assessment Type (\*)" with a close button (X) in the top right corner. Inside the dialog, there are two dropdown menus. The first dropdown is labeled "Select School Year \*" and has "2018-2019" selected. The second dropdown is labeled "Select State Assessment Type \*" and has "Smarter Balanced" selected. Both dropdowns are highlighted with red rectangles. To the left of the dialog, two red arrows point towards the first and second dropdowns. At the bottom of the dialog, there are two buttons: "OK" and "Cancel". The "OK" button is highlighted with a red rectangle, and a red arrow points to it from the bottom left.

# Universal Tools are already selected

## 7. Edit

Test Accessibility Options Summary

School Year: 2018-2019 Assessment Type: Smarter Balanced

Accessibility Options

**Universal Tools**

Embedded

Breaks

Calculator

Digital Notepad

English Dictionary / Thesaurus

English Glossary

Expandable Passages

Global Notes

Highlighter

Keyboard Navigation

Mark for Review

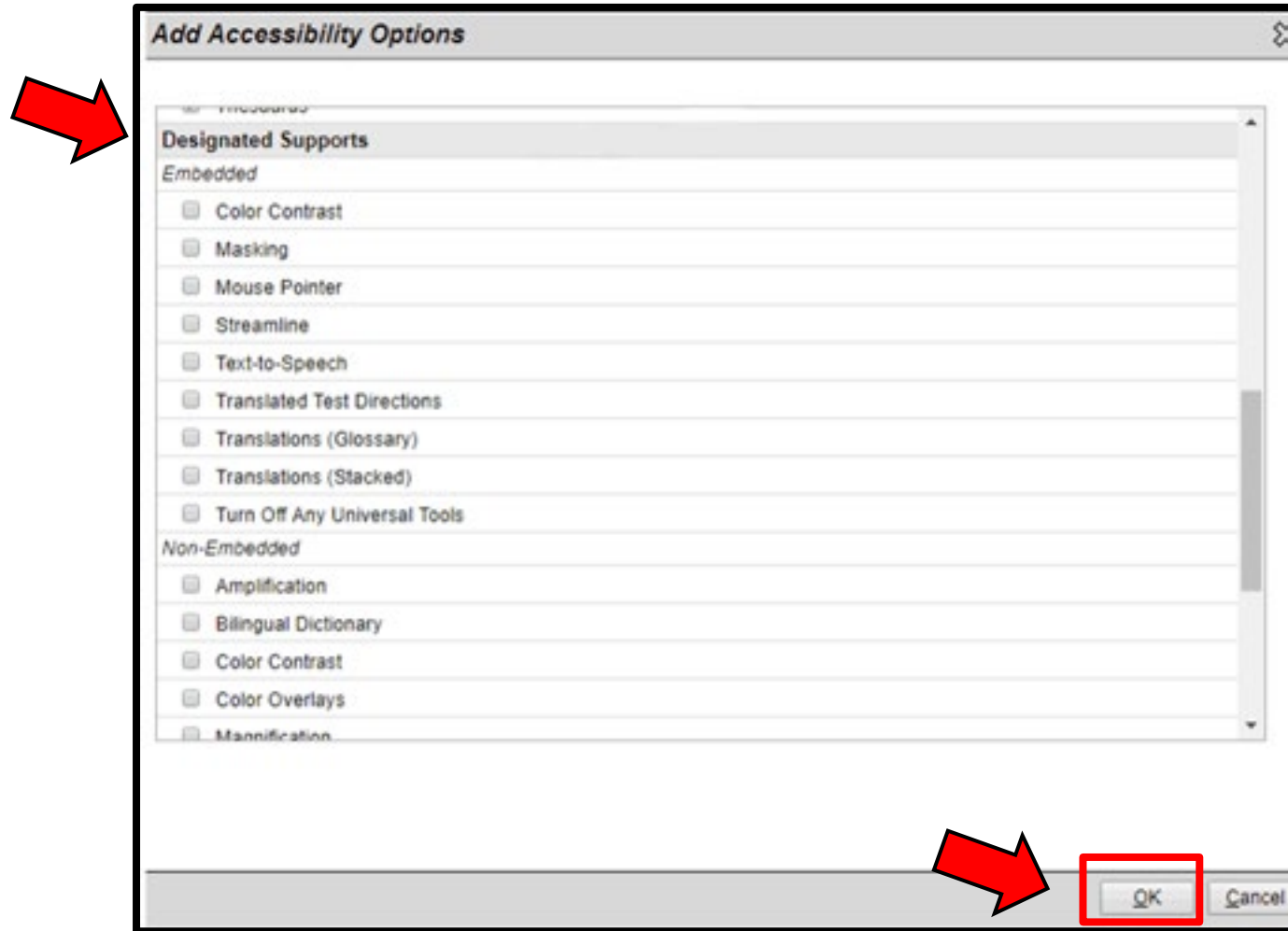
Math Tools

Spell Check

Edit

Save Close

## 8. Select student designated supports



9. OK

# Documenting in the IEP/504 record

- For for your IDEA and 504 students there is another place that designated supports and accommodations can be documented
  - Services tab
    - Clarification of Supports and Services
- ▶ Documenting designated supports and accommodations in this location will help to ensure that these students receive these supports during ACT and SAT testing

# Documentation- All students (Option)

## ISAAP Tool

Individual Student Assessment Accessibility Profile



- Facilitates selection and documentation of student accessibility needs for the school's testing population
- Should be used in conjunction with the UAAG
- Benefit is that a student's information can be referenced when entering it into the TIDE system



# New Web-based ISAAP Tool



- The new web-based ISAAP tool is designed to facilitate the selection of the Designated Supports and Accommodations that match student access needs for Smarter Balanced assessments, as supported by the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.
- [ISAAP Tool Instructions \(PDF\)](#)
- [ISAAP Tool](#)
- [ISAAP Module](#)

# Requesting and Setting Supports-

## Different Policies for Accommodations and Designated Supports

**Accommodations** require the submittal of an Accommodation Verification form, and are set in the Test Information Distribution Engine (TIDE) by the Assessment Section after verification of student need.

- Remember to set the designated support level when you request Read Aloud, TTS, Scribe Accommodations!


**Designated Supports** do not require form submittal and can be set in TIDE by a school's test coordinator, test administrator, or teacher.

# Process for Accommodation Verification

1. Document student need in the PLEP, including diagnostic information
  - Type, duration, and impact of intervention
2. Document student use in the Services tab
3. At IEP/504 team meeting, compare student need to UAAG recommendations
4. Document accommodations in the IEP/504 Statewide Assessment tab
5. Submit Accommodation Verification Request

# Accommodation Verification

- **ONE** form for all SB assessments
- **ALL** accommodations set in TIDE by Assessment Section, if need is verified
- Send to Assessment Section by FAX or email by **1/17/20**
- **Verified accommodations from 2018-19 were rolled over in TIDE this year**
- **Will reset TIDE with 2019-20 verified accommodations on 1/21/20**



**Accommodations Verification Form**

Student Name: \_\_\_\_\_ SSID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School 3-digit Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Contact Person Tel No.: \_\_\_\_\_ School Contact Person E-mail: \_\_\_\_\_

Student is:  
(check only one) ☐ IDEA-eligible ☐ Section 504 ☐ Recently Injured (Scribe Only)

Select all that apply as identified in the student's IEP/504 Plan:

Embedded Accommodations	Non-Embedded Accommodations	
<input type="checkbox"/> American Sign Language <sup>1</sup> (ASL)	<input type="checkbox"/> 100s Number Table (NT)	<input type="checkbox"/> Print-on-Demand (POD)
<input type="checkbox"/> Braille <sup>1</sup> (BR) <input type="checkbox"/> Braille Transcript <sup>1</sup> (BT)	<input type="checkbox"/> Abacus (AB)	<input type="checkbox"/> Read Aloud (RA) (for ELA Reading Passages) <sup>2,3</sup>
<input type="checkbox"/> Closed Captioning <sup>1</sup> (CC)	<input type="checkbox"/> Alternate Response Options (ARO)	<input type="checkbox"/> Scribe <sup>2,3</sup> (SC)
<input type="checkbox"/> Text-to-Speech (TTS) (for ELA Reading Passages)	<input type="checkbox"/> Calculator (Braille/Talking) (CAL)	<input type="checkbox"/> Speech-to-Text <sup>2</sup> (STT)
	<input type="checkbox"/> Multiplication Table (MT)	<input type="checkbox"/> Word Prediction (WP)

<sup>1</sup>School-level personnel must set in TIDE (TTS and non-embedded accommodations are set in TIDE by the Assessment Section)  
<sup>2</sup>Requires Separate Setting Designated Support (i.e., individual setting or one-on-one testing)  
<sup>3</sup>Requires submittal of Security/Confidentiality Agreement Form (see Read Aloud Protocol and/or Scribing Protocol)

In the space below, state the reason the student needs the accommodation(s) as documented in the IEP/504 Plan:

The principal, SSC or care coordinator and teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria for the accommodation(s).

Print Name	Signature	Title
		Principal
		SSC / Care Coordinator
		Teacher

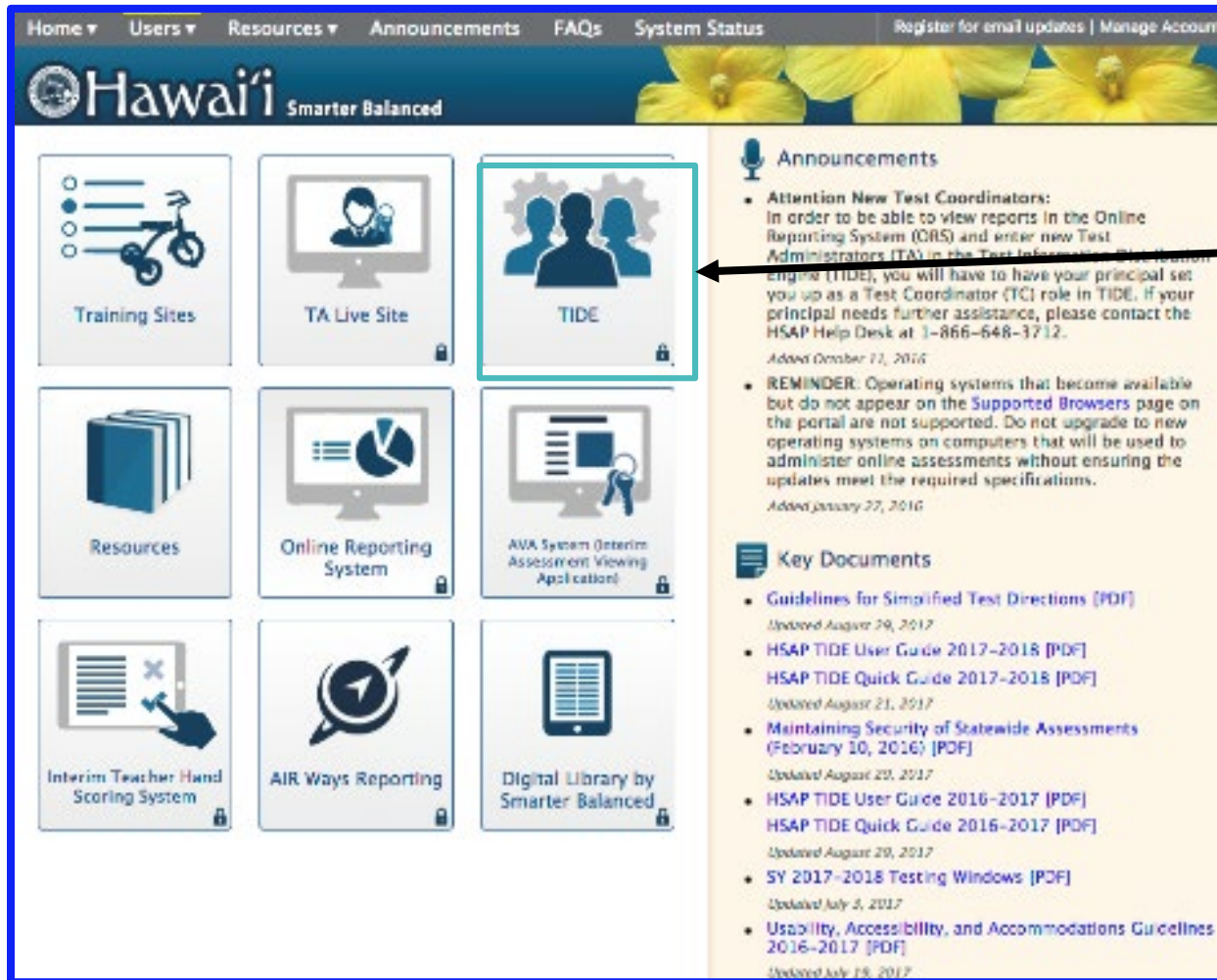
**Assessment Section Use Only**

Verified (list all accommodations that apply): \_\_\_\_\_

Name and Date: \_\_\_\_\_

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.  
The school Test Coordinator should retain the original form for documentation purposes.

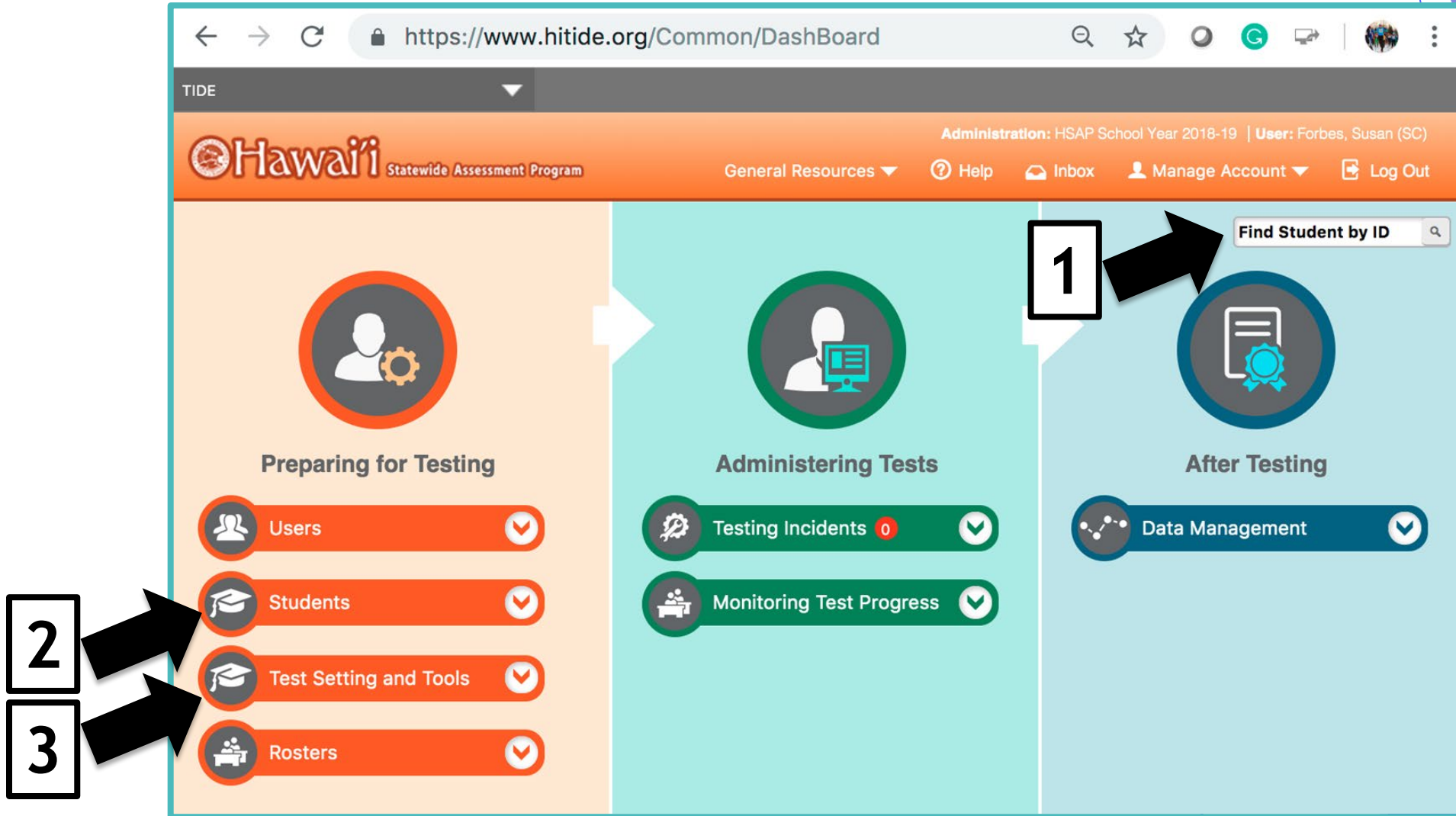
# Setting Designated Supports in TIDE



Ideally all supports are set in TIDE before interim testing.

This allows students time to practice using the supports prior to summative testing.

# Three routes in TIDE





# Inside TIDE-

## Setting student designated supports before testing

View and Edit Student

Embedded Designated Supports

Embedded Designated Supports	ELA-CAT	ELA-PT	EOCHSA Science	HSA-AIT	Mathematics
Color Contrast (Designated Support)	Black on White	Black on White	Black on White	✓	Black on White
Masking (Designated Support)	Masking Not Available	Masking Not Available	Masking Not Available	✓	Masking Not Available
Mouse Pointer (Designated Support)	System Default	System Default	System Default	✓	System Default
Permissive Mode (Designated Support)	OFF	OFF	OFF	✓	OFF
Streamlined Mode (Designated Support)	OFF	OFF	OFF	✓	OFF
Text-To-Speech (Designated Support)	None	None	None	✓	None
Translation (Glossary) (Designated Support)	English Glossary	English Glossary	✓	✓	English Glossary

Embedded Universal Tools

Embedded Universal Tools	ELA-CAT	ELA-PT	EOCHSA Science	HSA-AIT	Mathematics
Digital Notepad (Universal Tool)	ON	✓	ON	✓	
Expandable Passages (Universal Tool)	ON	ON	ON	ON	
Global Notes (Universal Tool)	✓	ON	✓	✓	
Highlighter (Universal Tool)	ON	ON	ON	✓	
Line Reader (Universal Tool)	ON	ON	ON	✓	
Mark for Review (Universal Tool)	ON	ON	ON	✓	
Strikethrough (Universal Tool)	ON	ON	ON	✓	ON
Suppress Score (Universal Tool)	✓	✓	OFF	OFF	✓
Zoom (Universal Tool)	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied

Embedded Accommodations

English Glossary

- ✓ English Glossary
- Arabic & English Glossary
- Arabic Glossary
- Burmese & English Glossary
- Burmese Glossary
- Cantonese & English Glossary
- Cantonese Glossary
- Filipino & English Glossary
- Filipino Glossary
- Korean & English Glossary
- Korean Glossary
- Mandarin & English Glossary
- Mandarin Glossary
- No Glossary
- Punjabi & English Glossary
- Punjabi Glossary
- Russian & English Glossary
- Russian Glossary
- Spanish & English Glossary
- Spanish Glossary
- Ukrainian & English Glossary
- Ukrainian Glossary
- Vietnamese & English Glossary
- Vietnamese Glossary

Remember to set language supports for your students who would benefit from being provided definitions for construct-irrelevant words during the math assessment.

# Live Test Session-

## Checking student supports before starting a test

The screenshot displays the 'Hawai'i Statewide Assessment Program' interface. At the top, there's a navigation bar with buttons: 'Stop Session', 'Student Lookup', 'Print', and 'Refresh Now'. To the right, it shows the 'Session ID' as 'TRAIN-B08B-1' and 'Approvals (1)'. Below the navigation bar, there are two main sections. The left section, titled 'Select the test(s) to be included in your test session.', has a 'Sort By' dropdown set to 'Grade' and a list of tests: 'G11 ELA Performance Task', 'G11 ELA Practice Test', 'G11 Math Performance Task', and 'G11 Math Practice Test'. The right section, titled 'Click (Approvals) to review test settings for students waiting to be approved.', contains a table with student information.

Student Name	Test
Linh, Bafa	G4 Math Practice Test

Below these sections is a 'Students in Your Test Session' area. It has tabs for 'Students in Session' and 'Approved Requests'. A message bar indicates 'Your student information is updating. Please wait.' At the bottom right, the contact information for the Hawai'i Department of Education is provided: '641 10th Avenue, Room VL-102, Honolulu, HI 96816'.

Supports should be set BEFORE testing but it must not be assumed that they have been set. Check each student's supports when signing them into a test session.



# Live Test Session-

Designated supports can be set, if needed.

**Accommodations cannot! You will need to STOP!**

Approvals and Student Test Settings


✓ Approve All Students

🔄 Refresh

✕ Done

ELA Grade 7 CAT

Student Name	State-SSID	Opp #	Test Settings	Action
▶ Kim, Harry	AI-12345678	1	Standard Settings <div>✎ See/Edit Details</div>	<div>✓ Approve</div> <div>✕ Deny</div>
▶ Smith, Jane	AI-99999999	1	Standard Settings <div>✎ See/Edit Details</div>	<div>✓ Approve</div> <div>✕ Deny</div>



# Supports- How Well?

Evaluate support use

# CCSSO Tool 12: Instructional Support Log

Student Name: \_\_\_\_\_

Beginning of Year:	Middle of Year:	End of Year:
1. 2. 3.	1. 2. 3.	1. 2. 3.
Teacher Evaluation:	Teacher Evaluation:	Teacher Evaluation:
Team Recommendations:	Team Recommendations:	Team Recommendations:

# CCSSO Tool 13: Calendar of Support Effect

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ School Year: \_\_\_\_\_

Designated Support or Accommodation	+ = very effective a= provided x = refused 0 = provided, but not effective				
	Month:				
	M	T	W	T	F

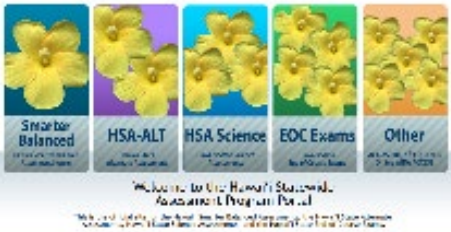
# CCSSO/HIDOE Tool 23: Teacher Support Evaluation

	Accessibility Support	Not effective	Somewhat effective	Very effective
1.		1	2	3
	How could the effectiveness of this accessibility support be improved?			
2.		1	2	3
	How could the effectiveness of this accessibility support be improved?			
3.		1	2	3
	How could the effectiveness of this accessibility support be improved			



# Questions?

- Purpose of accessibility
- Summative test participation guidelines
- Classroom accommodations for instruction and assessment
- Summative test supports- universal tools, designated supports, and accommodations
- Identifying appropriate summative test supports
- Documenting, requesting, and setting summative test supports

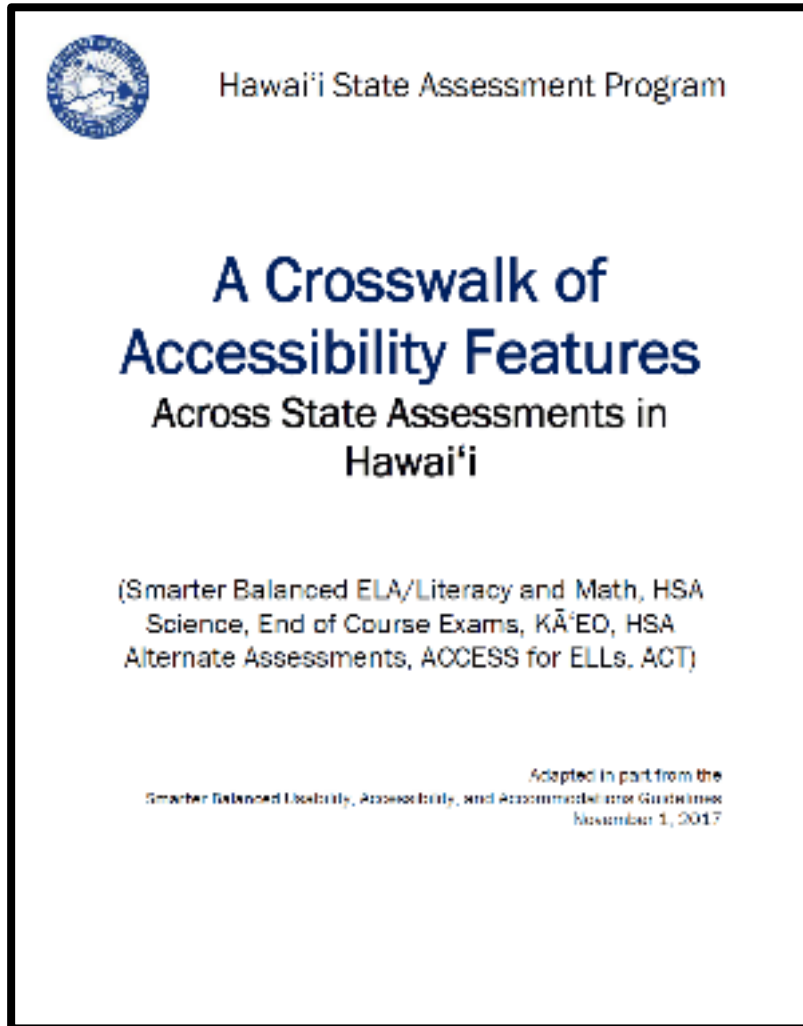


# Resources

[alohahsap.org](http://alohahsap.org) > Smarter Balanced > Resources > Accessibility and Accommodations

- Usability, Accessibility and Accommodations Guidelines
- CCSSO/HIDOE Accessibility Manual
- Crosswalk of Accessibility Features (CAF)
- **eCSSS Directions**
- Guidelines for Choosing TTS or Read Aloud Accommodations
- Guidelines for Read Aloud, Test Reader
- Guidelines for Simplified Test Directions
- Scribing Protocol

# A Crosswalk of Accessibility Features



➤ Single source of information on accessibility features available across all HSAP assessments.

- SBA
- HSA Science (NGSS)
- EOC - Biology (NGSS)
- HSA-Alt
- KĀ'EO
- WIDA ACCESS for ELLs 2.0
- Alternate ACCESS for ELLs
- ACT



# Support

## 1. HSAP Help Desk:

- Hours: 7:30 am to 4:00 p.m. HST, Monday-Friday (except holidays)
- Phone: 1-866-648-3712 (toll free)
- Email: [HSAPHelpDesk@air.org](mailto:HSAPHelpDesk@air.org)



## 2. Contact the Assessment Section

- Phone: (808) 307-3636
- Email: [Susan.Forbes@k12.hi.us](mailto:Susan.Forbes@k12.hi.us)

# HSA-Alt Test Administrator Training

- ▶ **Mandatory training for all HSA-Alt TAs**
- ▶ **Special Key Note Speaker, Dr. Bree Jimenez, Specialist in Mathematics Instruction for Students with Significant Cognitive Disabilities**
- Monday, January 13, 2020- Japanese Cultural Center of Hawaii
- Tuesday, January 14, 2020- KROC Center
- Wednesday, January 15, 2020- Japanese Cultural Center of Hawaii
- Thursday, January 16, 2020- University of Hawaii, Hilo
- Friday, January 19, 2020- Kamehameha Golf Course, Maui

# Mahalo!

Thank you for your participation and questions!