

Accessibility & Accommodations

Winter DTC Training

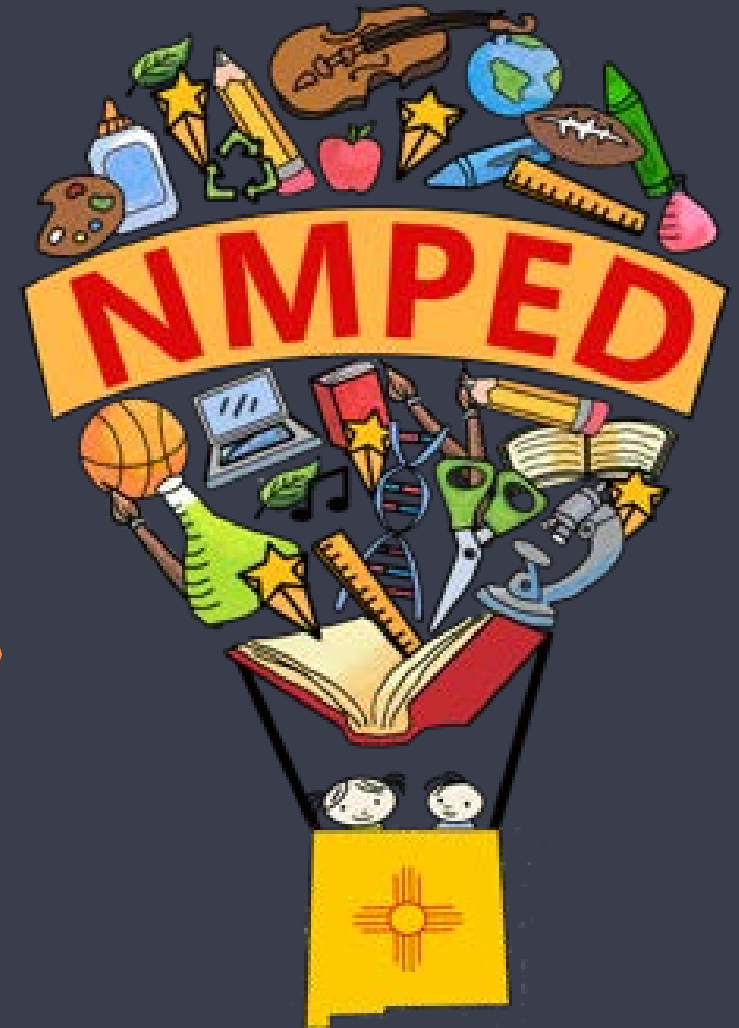
February 2-4, 2021

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Investing for tomorrow, delivering today.

Student Classifications

- **General education students:** students who do not have an identified disability or EL status.
- **Students with disabilities :** students eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- **English learners (ELs):** students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English.
- **English learners with disabilities:** students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities served by IDEA or Section 504.

2020–2021 Updated 1.17.2020

STATEWIDE TEST ASSIGNMENT GUIDELINES
ESSA Required Assessment



Local education agencies (LEAs) are to use the following guidelines when assigning required statewide assessments.

Opt-In Testing

- In preparation for an approved [waiver](#), school leaders are encouraged to work with their communities and families to determine local desire to opt-in for ESSA summative assessments program. These assessments will need to be administered securely, proctored in person, and take place on site. Schools will have the flexibility to allow families to participate in all testing or partial testing without penalty or concern of negatively impacting state accountability.

Students with Significant Cognitive Disabilities

- Students whose Individual Education Plan (IEP) teams have determined that the alternate assessment is appropriate will take the Dynamic Learning Maps (DLM) assessment in math and ELA in grades 3–8 and 11.
- These students will take the DLM in science in grades 5, 8, and 11.
- English learners whose IEP teams have determined that the alternate assessment of English language proficiency is appropriate will take the Alternate ACCESS assessment starting with the grade in which identified (alt-ACCESS available for grades 1–12), and until they achieve an overall composite score of P1 or higher.
- Students with significant cognitive disabilities are exempt from the Istation Indicators of Progress (ISIP) assessment.

Required Test Assignments for General Education Student With or Without IEPs

English Learners

- Students identified as English learners (ELs) by the WIDA or W-APT screening assessments will take the ACCESS for ELLs English language proficiency (ELP) assessment.
- ELs enrolled in a U.S. school for less than a full academic year may be exempted from taking the ELA assessment during their first year in a U.S. school. They will take math, science, and ELP assessments as appropriate.
- ELs enrolled in a U.S. school for less than three consecutive academic years may take the science, math, and language arts assessments in the home language of Spanish where those assessments are available.
- ELs enrolled in a U.S. school for four to five consecutive academic years may apply for a [waiver](#) to assess in the home language of Spanish.
- ELs enrolled in a U.S. school for more than five consecutive academic years must take all assessments in English.

High School Students*

- Students enrolled in grade 11 will participate in the SAT School Day with Essay and in the New Mexico Assessment of Science Readiness (NM-ASR).

Students in Grades 3–8

- Students in grades 3–8 must take their grade-level New Mexico Measures of Student Success and Achievement (NM-MSSA) test in ELA and math. This includes students enrolled in advanced math classes.
- Students in grades 5, 8, and 11 will take the NM-ASR for their grade level.

*All assessments are assigned by grade leveled enrolled. To ensure correct ESSA participation calculations, students are not permitted to test above or below their grade level. In rare cases, there may be exceptions allowed which require PED approval. If so, please send an email to ped_assessment@state.nm.us with "Seeking Off-Grade Testing Permission" in the subject line.

Please contact ped_assessment@state.nm.us with any questions to these test assignment requirements.

NM ESSA Assessments Serve All Students

Only Those With Significant Cognitive Disabilities

Dynamic Learning Maps (DLM)

Math 3-8, & 11

ELA 3-8, & 11

Science 5, 8, & 11

Alternate ACCESS for ELLs

ELP 1-12

General Education, Including Disabilities

Measures of Student Success & Achievement (MSSA)

Math 3-8

ELA 3-8

Assessment of Science Readiness (ASR)

Science 5, 8, 11

General Education, Including Disabilities

SAT School Day with ESSAY

Math 11

Reading 11

Essay

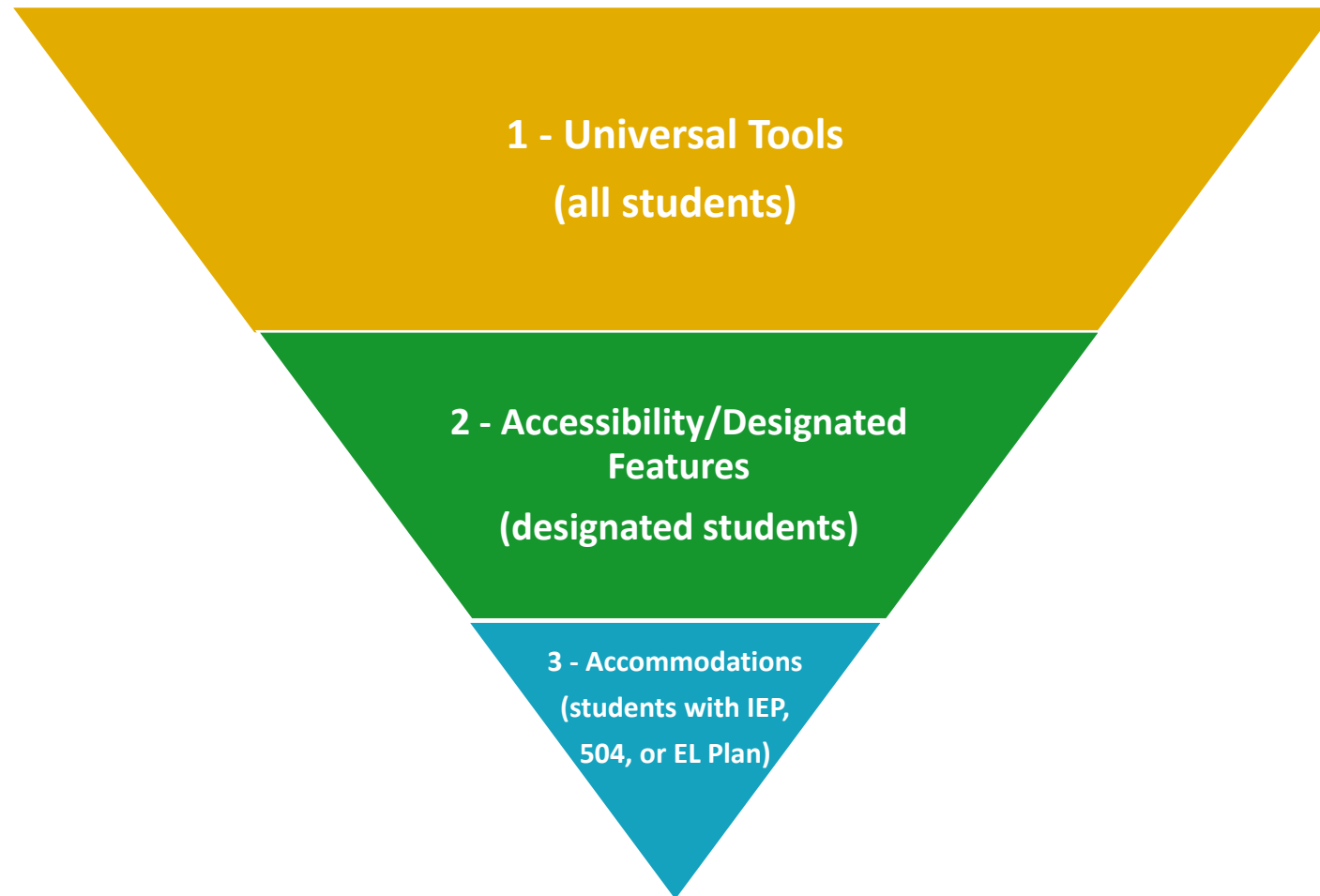
ELs in General Education, Including Disabilities

ACCESS for ELLs

ELP K-12

ELP = English Language Proficiency

3-Tiered Approach To Accessibility



Tier 1: Universal Tools for All Students

CBT (built in) or PBT

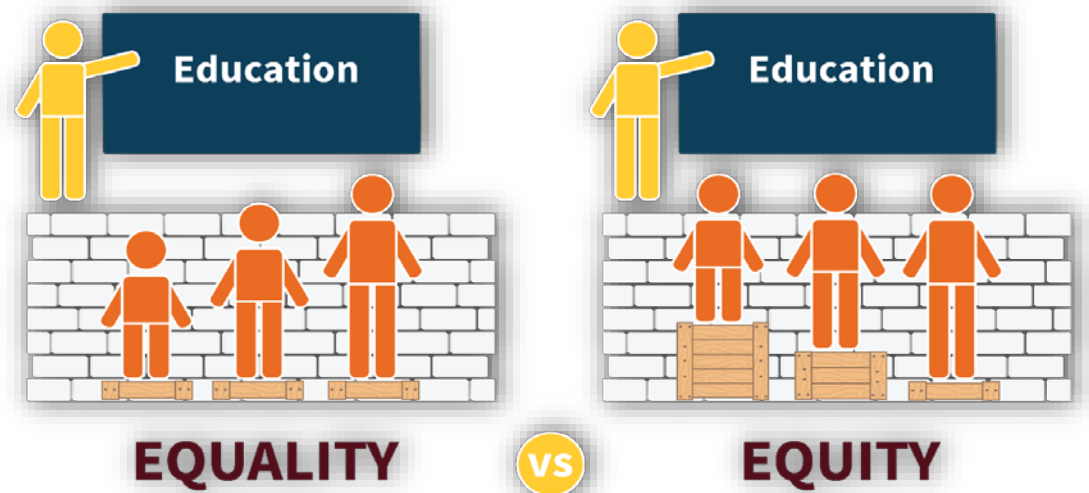
- Examples:
 - blank paper
 - answer eliminator
 - highlighter
 - calculator (on test sections that allow)
 - audio amplification
 - zoom or magnifier

Tier 2: Accessibility Features for Designated Students

- Designated by school team such as SAT or by agreement among teacher, student, and parent
- Only assign if used in classroom instruction
- On CBT, must be enabled in platform
- Examples:
 - color contrast
 - directions read aloud, clarified, or repeated
 - headphones as noise buffer
 - human reader or text-to-speech on a math or science (accommodation on ELA)

Tier 3: Accommodations for Students with IEP or 504 Plan

- Changes in procedures or materials that ensure equitable access
- **Only** assign if used in classroom instruction
- Examples:
 - Human reader or text-to-speech on ELA assessment
 - Calculator on non-calculator section
 - Extended time (on timed test)
 - Braille



Accommodations vs Modifications

- **Modifications:** Changes in student response or test administration that change the construct of the test
 - Change what the test is intended to measure
 - Give students an unfair advantage
 - Lead to invalid test result
- **Examples of Modifications:**
 - Allowing use of a dictionary *outside of EL accommodation*
 - Paraphrasing a test question for a student
 - Any behavior or action outside of allowed standardized procedures

Non-standard & Emergency Accommodations

- **Non-standard accommodations**
 - E.g., cell phone for blood glucose monitoring, homebound student test at home
 - Submit form via PED Test Coordinator Portal at least 2 weeks before test
- **Emergency accommodations**
 - E.g., student breaks arm and can't write or use a device
 - 504 Plan if time
 - Non-standard accommodation form if not

Accommodations Irregularities

- Administering an assessment with an accommodation that is **not** in a student's legal plan is an irregularity.
- Administering an assessment **without** an accommodation that **is** in a student's plan is an irregularity.
- ✓ Avoid irregularities by checking and double checking which accommodations are assigned to students.

Program Manuals for Specific Information

- **College Board (SAT):**
 - Assigning accommodations described in the official [College Board Accommodations & Supports Handbook for Spring 2021](#) will result in **college reportable scores**.
 - Using the [PED allowed accommodations](#), not supported by College Board, will result in **non-college reportable scores**.
- **Cognia (NM-MSSA, ASR, iMSSA):**
 - [At-a-Glance matrix](#) is provided on the New Mexico Help & Support page
 - Full length accommodations manual coming soon
- **Dynamic Learning Maps (DLM)**
 - [Revised 2020-21 Accessibility Manual](#)
- **ACCESS for ELLs**
 - [WIDA Accessibility & Accommodations Supplement](#)
- **Istation (ISIP)**
 - Istation [Accommodations](#) guide

IEP Team Decisions about Accommodations



Medical Exemption Request*

- Student is not able to be assessed due to serious illness, injury, or medical emergency
- Homebound students able to receive instruction should be assessed.
- Complete form (Parts A, B, C) available on Assessment Bureau web page Part A: Verified in writing by licensed medical provider
- Part B: Parent Consent
 - Do **not** submit Parts A and B to PED
 - Keep on file 5 years
- Document in IEP or 504 Plan if student has one
- Submit Part C through Test Coordinator Portal
- Student will not be counted toward 95% ESSA participation rate.

***Not applicable for spring 2021 flexible testing administration circumstance**

Alternate Assessment Identification

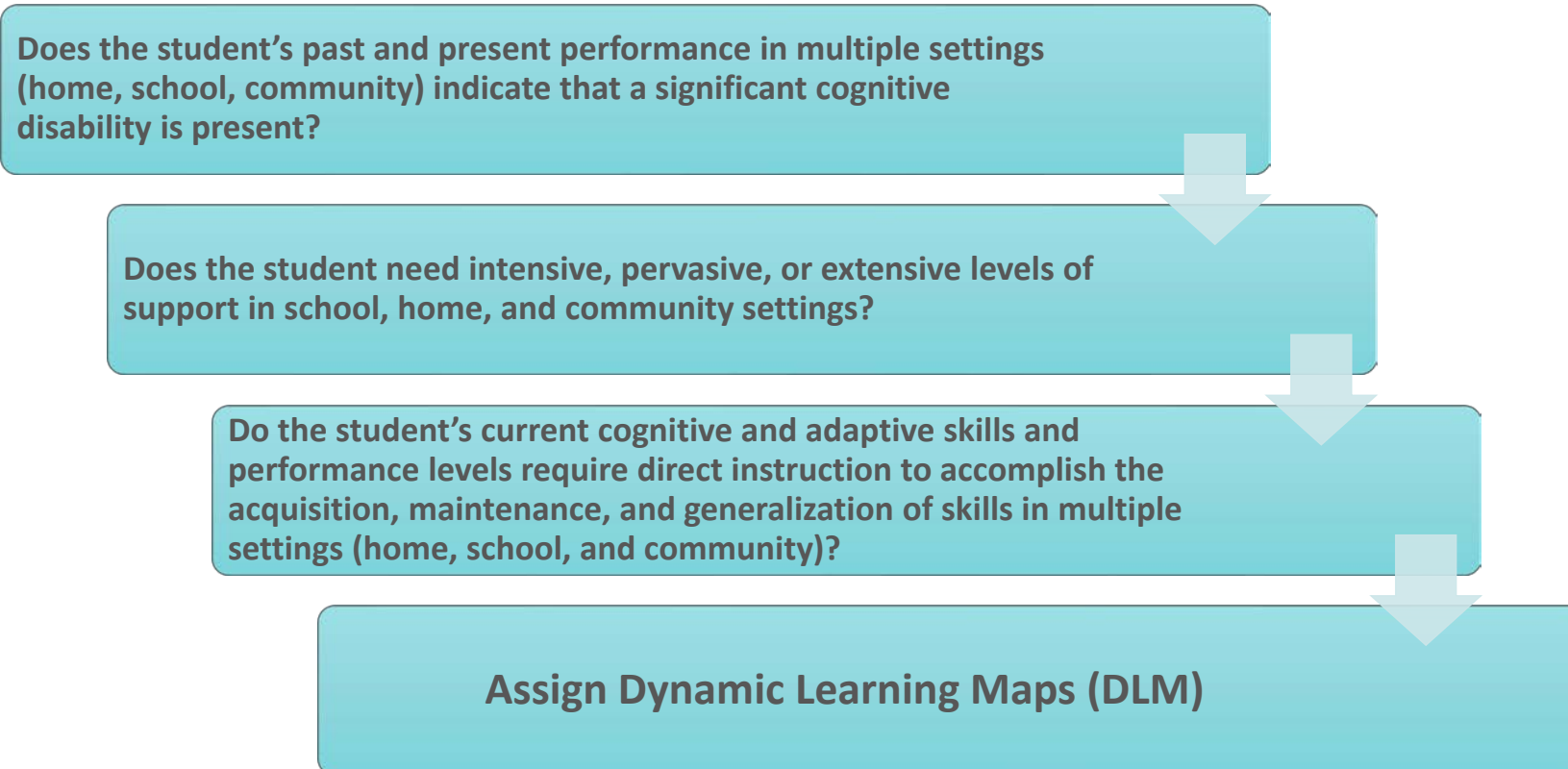
How to determine if a student should be placed in Alt-ACCESS or DLM

Alternate Assessment

- IEP team determines whether student takes
 - General assessment
 - General assessment with accommodations
 - Alternate assessment (1%)
- Alternate assessments measures alternate content standards:
 - DLM: Essential Elements
 - Alt ACCESS: Alternate English language development standards

Who takes DLM?

Guidance For IEP Teams:



Responses Questions 1-3 Drive Placement Decisions

Instruction

- **Instruction in the general education academic standards is not appropriate, even with intensive accommodations and supports**
- **Instruction in alternate academic standards is appropriate**

Assessment

- **Participation in the general assessment is not appropriate, even with intensive accommodations and supports**
- **The alternate assessment is appropriate for the child**

Who Takes Alternate ACCESS?

Tests are divided into grade-level clusters:

- grades 1-2
- grades 3-5
- grades 6-8
- grades 9-12

