



**ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT
UNIVERSAL DESIGN FOR LEARNING, INTENSIVE SUPPORT MENTORS,
MATH AND READING CURRICULUM TEAM
Bruce and Alice King Educational Complex
6400 Uptown Blvd. NE, Albuquerque, NM 87110
PO Box 25704**

PARCC BASIC SKILLS, ACCESSIBILITY OPTIONS AND ACCOMMODATIONS

Teaching our students basic computer, mouse, keyboarding and problem solving skills is essential for them to be successful in an assessment environment.

Basic Skills needed for PARCC and ways to prepare for them:

Basic Skills	Support learning skills
<p>Mouse Skills- Drag and Drop</p> 	<p>Websites to support skills: http://atclassroom.blogspot.com/2010/02/building-mouse-skills.html http://www.internet4classrooms.com/early_childhood/mouse_skills_pre-k.htm http://minimouse.us http://www.pearltrees.com/brandi_young/infohio-skills-online-testing/id12112629</p> <p>Software: IT Mouse Skills: https://www.inclusivetlc.com/it-mouse-skills</p> <p>iOS apps- Touch Trainer- https://itunes.apple.com/us/app/touch-trainer-autism-special/id424128577?mt=8</p>
<p>Keyboard Practice</p> 	<p>Websites to support skills: Dance Mat Typing: http://www.bbc.co.uk/guides/z3c6tfr http://askatechteacher.com/2014/07/11/weekend-websites-32-keyboarding-websites/ http://nextgen.apps.sparcc.org/kb</p>
<p>Calculator Skills and Equation Editor</p>	<p>Websites to support skills: https://www.fastfig.com/app/ http://s1.daumcdn.net/editor/fp/service_nc/pencil/Pencil_chromestore.html http://mathsframe.co.uk/en/resources/category/344/using_a_calculator http://www.tv411.org/math/basic-math/using-calculator</p>
<p>Ability to use a video player</p>	<p>Practice with safe websites for students with video interaction such as: Discovery Ed http://www.teachertube.com http://kids.nationalgeographic.com/videos/ http://pbskids.org/video/</p>

Stamina	<p>Set timed tasks on the computer or device with increasing time and complexity. Use tutorials from PARCC and other quiz websites to increase tolerance. http://epat-parcc.testnav.com/client/index.html#tests http://quizlet.com http://www.socrative.com http://www.google.com/forms/about/</p>
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Accessibility Options for PARCC for all Students

“These [options] can be used by any student taking the PARCC assessments (i.e., students with and without disabilities [general education and special education], gifted students, English learners [ELL], and English learners with disabilities). Students should be exposed to [and learn about] these features prior to testing” (For further information and questions regarding English Language Learners please contact Language and Cultural Equity for clarification.)

- “[Students] should have the opportunity to select and practice using them”
- “[Options] must be identified in advance via a Personal Needs Profile [i.e., prior to PARCC assessment and listed in the PNP].”

Please refer to the PARCC Accessibility Manual for details about all possible Accessibility Features and Accommodations to help guide your decisions about which will be appropriate for your students. Below is a guide for interventions that could provide experience for any accessibility feature(s) a student chooses to use.

Accessibility Features	What is it?	Tools to Practice with
Answer Masking	The student electronically “covers” answer options, as needed	Highlight out answers in a Word Processor such as Word or Pages
Audio Amplification	For hearing or attentional needs	Make sure to monitor volume level and have headphones for students. If amplification is for hearing loss please consult the audiologist or hearing itinerant for guidance.
Color Contrast (Background/Font Color)	Alternate onscreen background and/or font color is enabled for student need or preference. Often used for students with Irlen syndrome or Scotopic Sensitivity.	<ul style="list-style-type: none"> • Voice Dream Lite iOS app • Color Overlay - Irlen Filter for Chromebooks • TBar free reader software http://www.fx-software.co.uk/tbar.htm
Eliminate Answer Choices	The student electronically “crosses out” possible answer choices (for multiple choice items only)	Crossing out answers in a Word Processor such as Word or Pages
Flag Items for Review	The student electronically “flags” items to review later.	To practice flagging- QuizStar quizzes http://quizstar.4teachers.org

Accessibility Features	What is it?	Tools to Practice with
Highlight Tool	The student electronically highlights text as needed to recall and/or emphasize. Available colors include pink, blue, yellow, and white.	Embedded "Highlight" tools in Microsoft Word and Pages Word Processing: <ul style="list-style-type: none"> • Simple Highlighter- Google Chrome extension for highlighting content • iBooks Author- on Mac's highlighting and note-taking • Adobe Reader- highlighting and note-taking • Preview on Mac OS- highlighting and note-taking
Headphones or Noise Buffers *** If the headphones are needed for sensory supports consider consulting an OT for guidance.	minimize distraction, access embedded text-to-speech, or filter external noise during testing	Articles about headphone use: <ul style="list-style-type: none"> • http://gradworks.umi.com/14/72/1472459.html • http://online.wsj.com/articles/SB10001424052702303395604577432341782110010
Line Reader Tool	The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.	<ul style="list-style-type: none"> • Voice Dream Lite iOS app • Color Overlay - Irlen Filter for Chromebooks • TBar free reader software http://www.fx-software.co.uk/tbar.htm
Magnification/ Enlargement Device ***If enlargement is secondary to visual impairment please consult you VI teacher	The student enlarges text and graphics via a magnification square (200%). The student can also use keyboard shortcuts to magnify what's displayed on the screen.	To practice use the key commands: Mac- Command + Windows- Control +
NotePad	The student writes notes using embedded NotePad application.	Embedded "Comment" tools in Microsoft Word and Pages Word Processing <ul style="list-style-type: none"> • Evernote notetaking tools • Microsoft OneNote • iBooks- on Mac's highlighting and note-taking • Adobe Reader- highlighting and note-taking • Preview on Mac OS- highlighting and note-taking
Pop-up Glossary	The student is able to view pre-selected, construct-irrelevant words by hovering over underlined words. The definition appears in a pop-up glossary.	<ul style="list-style-type: none"> • Embedded "Highlight" tools in Microsoft Word and Pages Word Processing • Use Built-in dictionary functions in Mac OS, iBooks, and more... • Google Dictionary (by Google)- Google Extension

Accessibility Features	What is it?	Tools to Practice with
Redirect Student to the Test	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.	http://thecornerstoneforteachers.com/free-resources/behavior-management/off-task http://www.additudemag.com/adhd/article/5940.html
External Spell Check Device	The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.	http://www.dyslexic.com/franklin Lesson plans about spell check- http://www.learnnc.org/lp/pages/3019 http://www.ldonline.org/article/6233/
Text-to-Speech for the Mathematics Assessments	<p>Test is read aloud to the student using embedded text-to-speech software.</p> <p>Make sure you have headphones for practice and testing.</p>	Learning through Listening- http://lil.learningally.org <ul style="list-style-type: none"> • WordQ- in speech mode only • Built-in text-to-speech in a Mac OS, iPads and more • Discovery Ed embedded reader • Bookshare E-Books for students with qualifying "Print Disabilities" • Google Chrome readers such as "Speak-it" • http://bookbuilder.cast.org
Human Reader or Human Signer for the Mathematics Assessments	In special cases where a test administrator reads aloud to a student (human reader or human signer), the student must be tested in a separate setting.	Learning through Listening- http://lil.learningally.org
Writing Tools	The student uses writing process tools for written responses, including cut and paste, copy, underline, bold, and insert bullets.	Lessons Plans <ul style="list-style-type: none"> • http://www.box.net/shared/5ct35ezpmmq2hr4ty0e8 • http://oakdome.com/k5/lesson-plans/word/copy-and-paste.php • http://www.qacps.k12.md.us/comtek/k-5_lessons/Book_1/Rdg_LA/Cut_and_paste/C_and_P_plan.htm

Accommodations Options for PARCC for Students with Disabilities or ELL

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon student’s needs.
- Accommodations should not be provided for the purpose of giving the student an unfair advantage.

Please refer to the PARCC Accessibility Manual for details about all possible Accessibility Features and Accommodations to help guide your decisions in which will be appropriate for your students. (For further information and questions regarding English Language Learners please contact Language and Cultural Equity for clarification.)

Below is a guide for interventions that could provide experience for any accessibility feature(s) a student chooses to use.

Accommodations for Presentation	What is it?	How to give experience in this tool
Assistive Technology	Students may use a range of assistive technologies on the PARCC assessments, please consult with your AT representative for guidance.	Integrate the assigned Assistive Technology device throughout the student’s day and curriculum. For suggestions please consult with the assigned AT and follow guidance in the PARCC manual.
VI Accommodations- <ul style="list-style-type: none"> • Screen Reader Version for Mathematics and/or ELA • Refreshable Braille Display with Screen Reader Version • Hard Copy Braille Edition • Tactile Graphics • Large Print Edition 	A student who is blind or has a visual impairment takes the assessments using the aforementioned Accommodations.	***Please consult the teacher of the visually impaired for appropriate Accommodations, software use or accessibility recommendations.
Paper-Based Edition	A paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.	

Accommodations for Presentation	What is it?	How to give experience in this tool
Closed-Captioning of Multimedia	A student who is deaf or hearing impaired views captioned text on multimedia (i.e., video) segments of the assessment.	***Please consult the teacher of the deaf Audiologist or HI resource teacher for appropriate Accommodations, software use or accessibility recommendations.
Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages ***In some cases a notation will be provided on all confidential score reports to the school and parent	Provide access to printed or written texts on the PARCC ELA/literacy assessments to a very small number of students with print related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding.	Learning through Listening- http://ltl.learningally.org <ul style="list-style-type: none"> • WordQ- in speech mode only • Built-in text-to-speech in a Mac OS, iPads and more • Discovery Ed embedded reader • Bookshare E-Books for students with qualifying “Print Disabilities” • Google Chrome readers such as “Speak-it” • http://bookbuilder.cast.org
ASL Video Assessments, including items, response options, and passages	The text-to-speech, ASL video, human reader, and human signer accommodations are intended to provide access to printed or written texts.	***Please consult you HI teacher or Audiologist for appropriate Accommodations, software use or accessibility recommendations.
Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages	The text-to-speech, ASL video, human reader, and human signer accommodations are intended to provide access to printed or written texts.	Learning through Listening- http://ltl.learningally.org
Human Signer for Test Directions	A human signer will sign the test directions to a student.	***Please consult the teacher of the deaf for appropriate Accommodations, software use or accessibility recommendations.
Student Reads Assessment Aloud to Themselves	The student reads the assessment aloud to themselves. The student may use an external device such as a whisper phone. The student must be tested in a separate setting.	<ul style="list-style-type: none"> • http://www.readingrockets.org/article/reading-aloud-build-comprehension • http://www.pinterest.com/explore/whisper-phones/ • http://www.righttrackreading.com/phonicsphones.html

Accommodations for Response

Accommodations for Response	What is it?	How to give experience in this tool
Assistive Technology	Students may use a range of assistive technologies on the PARCC assessments, please consult with your AT representative for guidance.	Integrate the assigned Assistive Technology device throughout the student's day and curriculum. For suggestions please consult with the assigned AT.
Braille Note-taker Braille Writer	A student who is blind or has a visual impairment may use an electronic braille note-taker.	***Please consult the teacher of the visually impaired for appropriate Accommodations, software use or accessibility recommendations.
Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments)	A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator)	Websites to support skills: <ul style="list-style-type: none"> • https://www.fastfig.com/app/ • http://s1.daumcdn.net/editor/fp/service_nc/pencil/Pencil_chromestore.html • http://mathsframe.co.uk/en/resources/category/344/using_a_calculator • http://www.tv411.org/math/basic-math/using-calculator • Promethean software tools: http://www.schooltube.com/video/36cd95a7cf024bd7836e/
Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments) ***In some cases a notation will be provided on all confidential score reports to the school and parent	A student uses a calculation device, arithmetic table, and/or manipulatives on the non-calculator sections of the mathematics assessments. For students with a disability that severely limits or prevents their ability to perform basic calculations.	See the above resources

Accommodations for Response	What is it?	How to give experience in this tool
<p>ELA/Literacy and/or Mathematics Speech-to-Text</p> <p>Human Scribe</p> <p>Human Signer</p> <p>Assistive Technology Device</p> <p>***In some cases a notation will be provided on all confidential score reports to the school and parent</p>	<p>A student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing.</p> <p>A physical disability that severely limits or prevents the student's motor process of writing through keyboarding;</p> <p>OR</p> <p>A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.</p>	<p>Learning through Listening- http://itl.learningally.org</p> <ul style="list-style-type: none"> • WordQ- in speech mode only • Built-in text-to-speech in a Mac OS, iPads and more • Discovery Ed embedded reader • Google Chrome readers such as "Speak-it"
<p>Word Prediction External Device</p>	<p>The student uses an external word prediction device that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word.</p> <p>A physical disability that severely limits or prevents the student's motor process of writing through keyboarding;</p> <p>OR</p> <p>A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.</p>	<p>Word Q- District supported software for Windows or Mac find it at tech.aps.edu resources at atomiclearning.com or email UDL.team@aps.edu</p> <p>iPad 8.0 and above has integrated Word Prediction tools.</p> <p>Research- http://donjohnston.com/cowriter-research-case-studies/#.VHP7d4ewOpg</p> <p>http://www.goqsoftware.com/research.php</p>