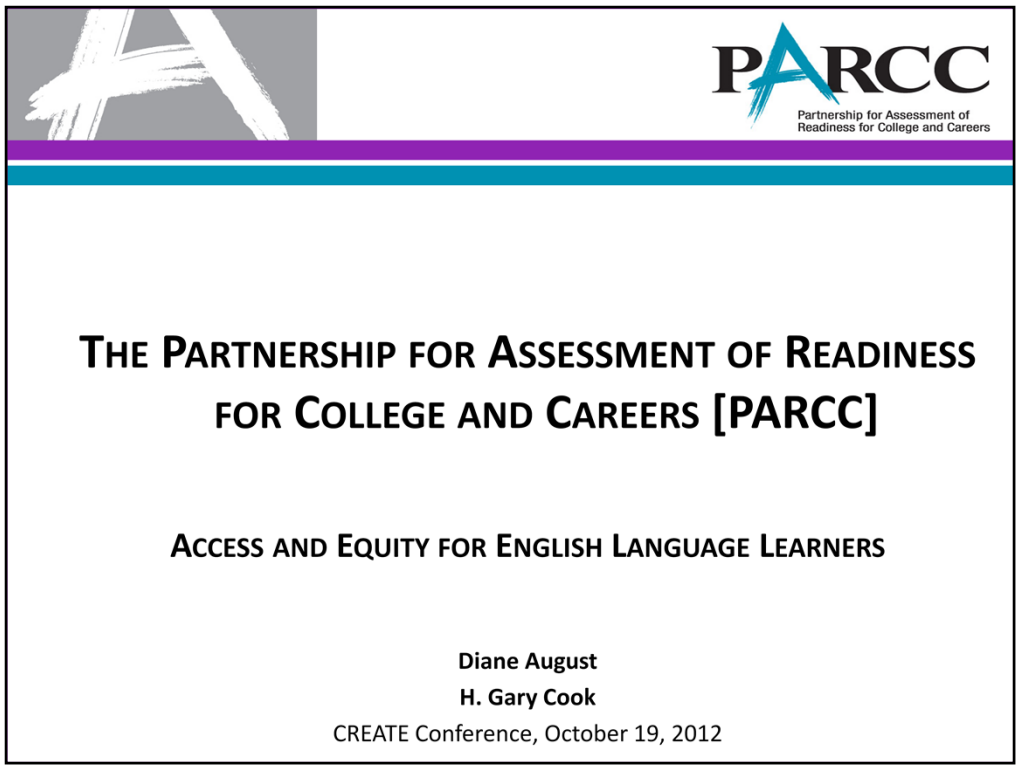
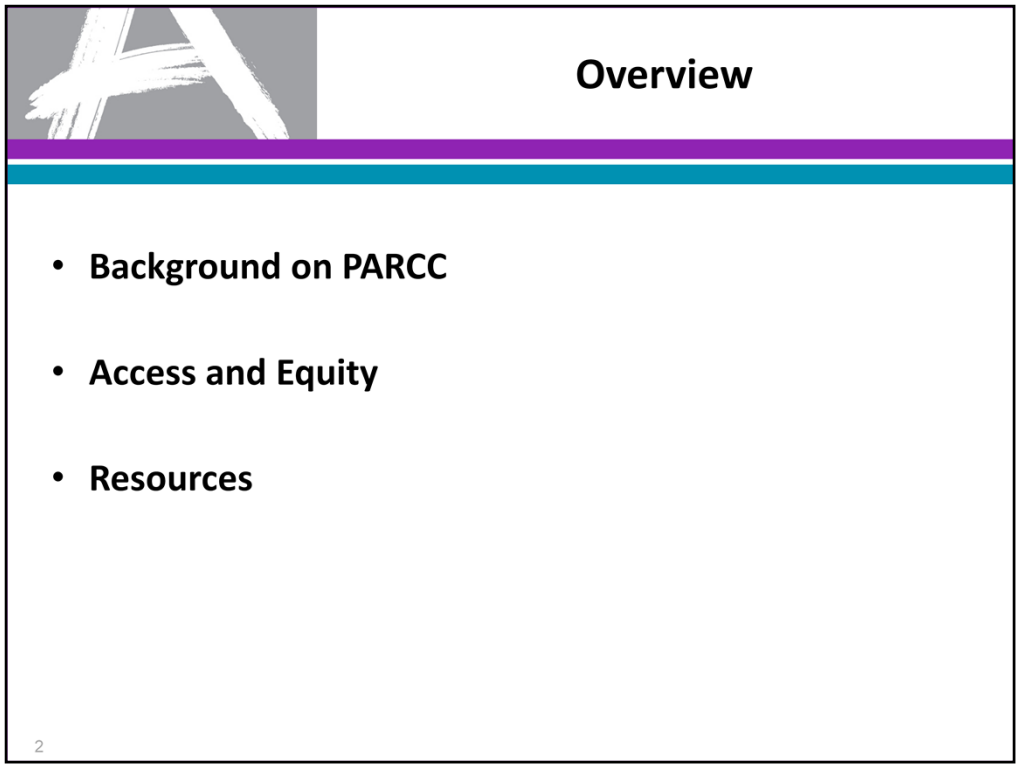


THE PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS [PARCC]

ACCESS AND EQUITY FOR ENGLISH LANGUAGE LEARNERS

Diane August
H. Gary Cook
CREATE Conference, October 19, 2012


Overview
• Background on PARCC
• Access and Equity
• Resources
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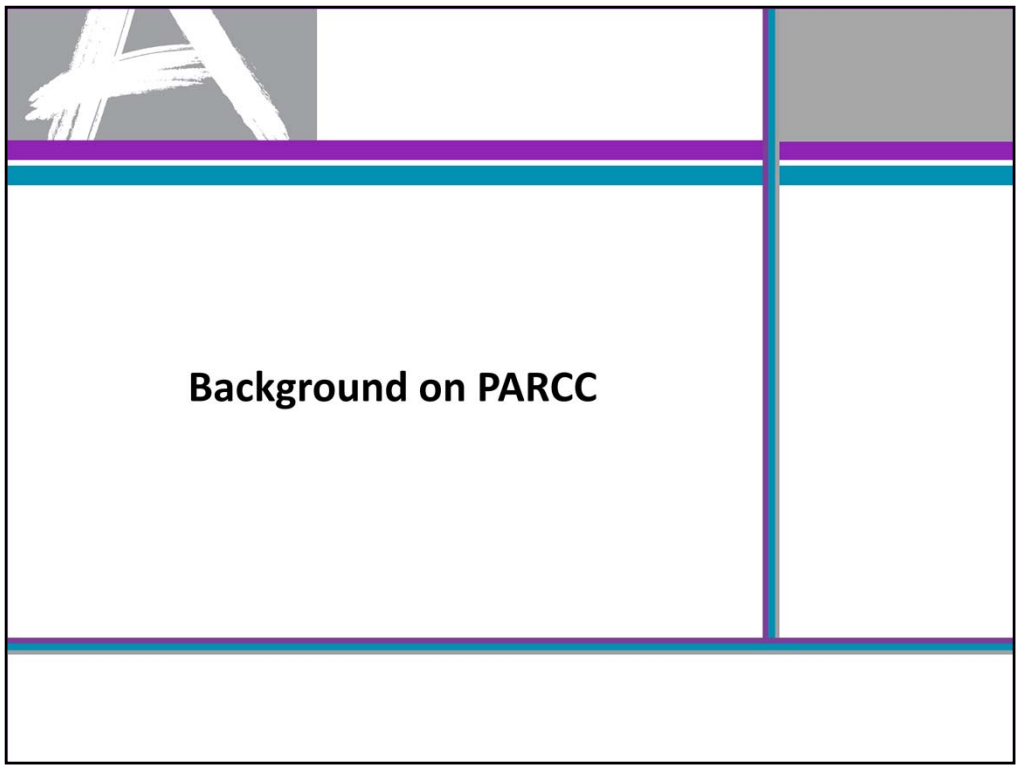
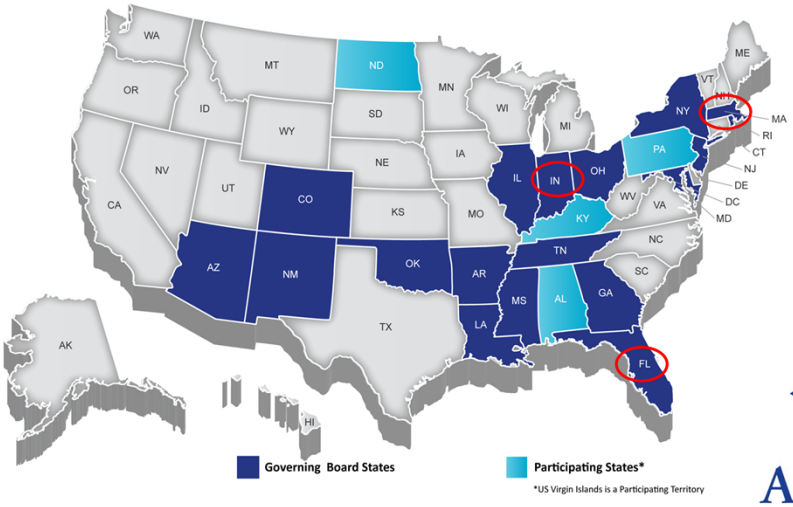

Background on PARCC

Partnership for Assessment of Readiness for College and Careers (PARCC)



Achieve

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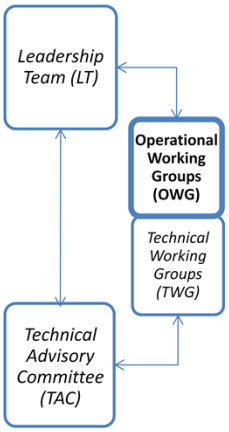
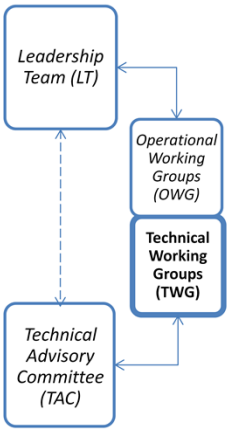
Accessibility, Accommodations, and Fairness (AAF) Operational Working Group



- **Who**: Comprised of state representatives, Achieve staff members, and eventually vendor representatives
- **What**: Responsible for the day-to-day aspects of work of key components of work
- **Why**: To ensure efficient and effective collaboration among PARCC members to meet PARCC goals.
- **Expertise:** State representatives include those with expertise in instructional strategies and assessment development for SWDs and ELLs.

Accessibility, Accommodations, and Fairness Technical Working Group



- Committee members are **national experts** who represent a range of expertise in accessibility and accommodations [SWDs, English Language Learners, and equity]
- Experts provide guidance to the operational working group on technical issues related to designing accessible assessments that remain true to the intended constructs, and providing accessible implementation tools
- White papers developed by the national experts will be posted to parcconline.org when finalized

AAF Technical Working Group Focused on ELLs

AAF TWG Member	Affiliation
Diane August	Center for Applied Linguistics
H. Gary Cook	University of Wisconsin-Madison
Dave Edyburn	University of Wisconsin-Milwaukee
Claudia Flores	University of North Carolina – Charlotte
Kenji Hakuta	Stanford University
Dianne Piche	Leadership Conference on Civil Rights
Alba Ortiz	The University of Texas at Austin
Charlene Rivera	George Washington University
Diane Spence	Region 4 Education Service Center, Braille Services
Martha Thurlow	National Center on Educational Outcomes
Daniel Wiener*	Massachusetts Department of Elementary and Secondary Education

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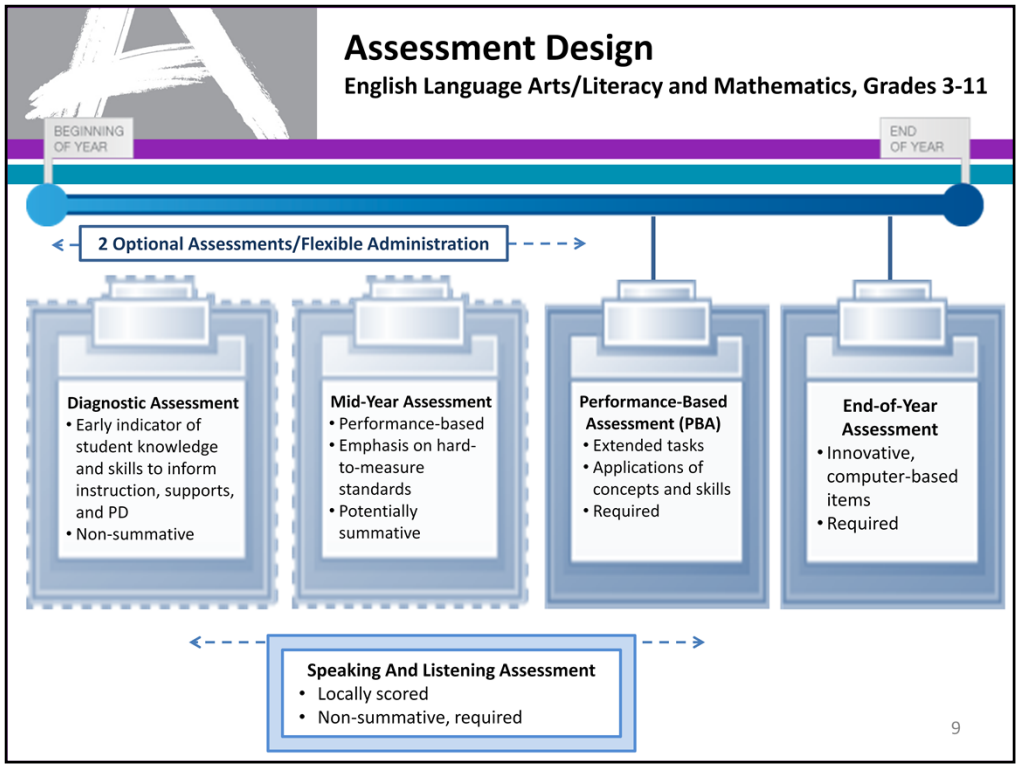
*Chair of the AAF TWG and liaison to the AAF OWG

PARCC Assessment Priorities

1. Determine whether students are college- and career-ready or on track
2. Compare performance across states and internationally
3. Assess the full range of the Common Core Standards, including standards that are difficult to measure
4. Measure the full range of student performance, including the performance of high and low performing students
5. Provide data *during* the academic year to inform instruction, interventions and professional development
6. Provide data for accountability, including measures of growth
7. Incorporate innovative approaches throughout the system


Assessment Design
English Language Arts/Literacy and Mathematics, Grades 3-11
BEGINNING OF YEAR
END OF YEAR
2 Optional Assessments/Flexible Administration
Diagnostic Assessment
• Early indicator of student knowledge and skills to inform instruction, supports, and PD
• Non-summative
Mid-Year Assessment
• Performance-based
• Emphasis on hard-to-measure standards
• Potentially summative
Performance-Based Assessment (PBA)
• Extended tasks
• Applications of concepts and skills
• Required
End-of-Year Assessment
• Innovative, computer-based items
• Required
Speaking And Listening Assessment
• Locally scored
• Non-summative, required
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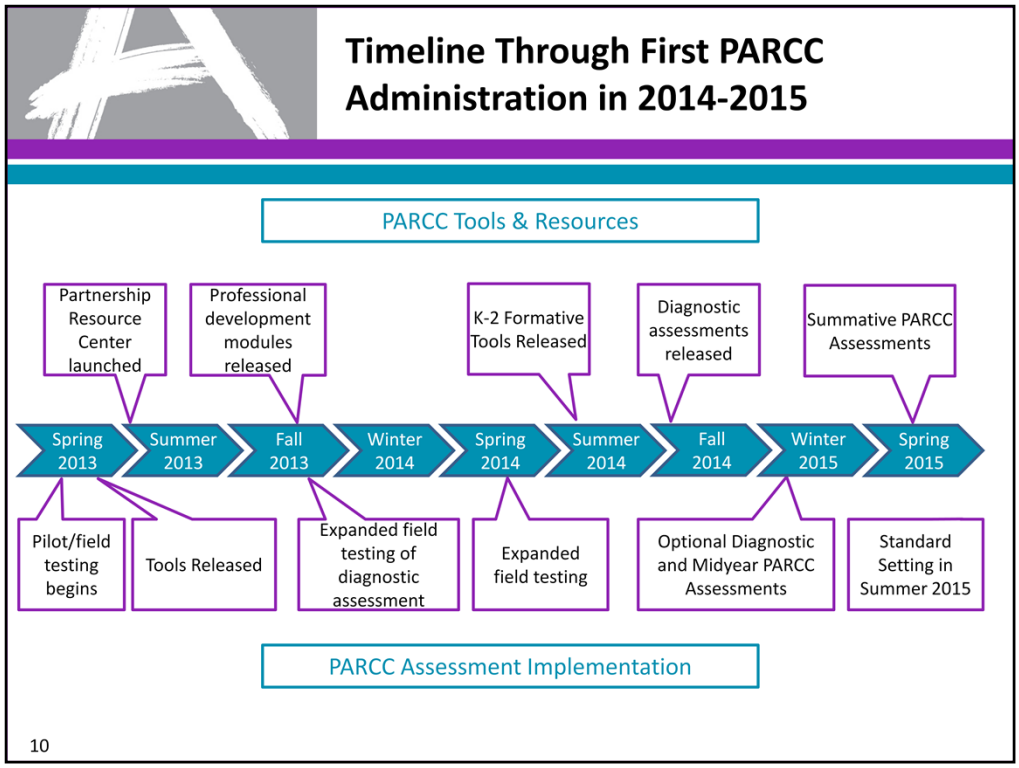
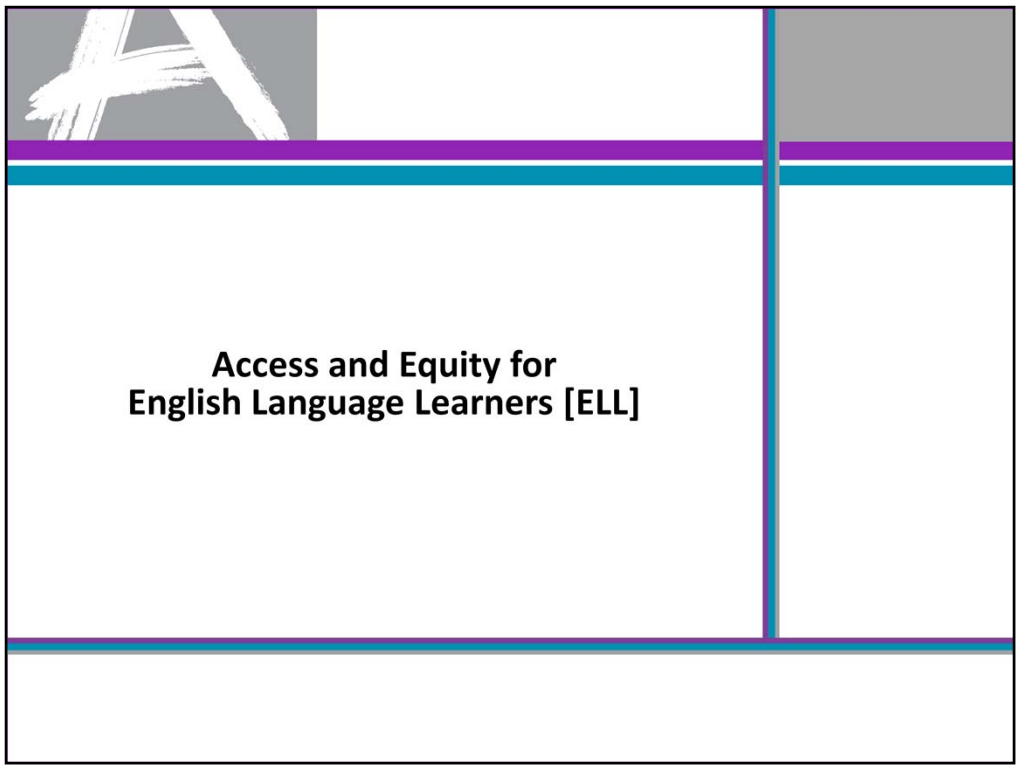
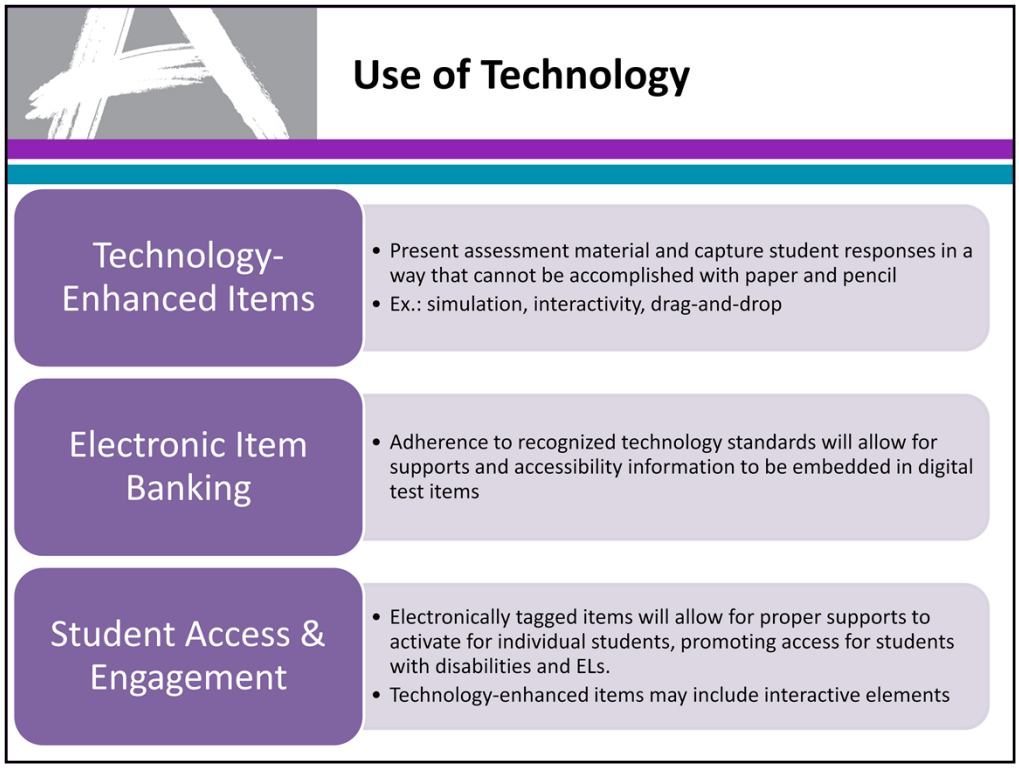

Timeline Through First PARCC Administration in 2014-2015
PARCC Tools & Resources
Partnership Resource Center launched
Professional development modules released
K-2 Formative Tools Released
Diagnostic assessments released
Summative PARCC Assessments
Spring 2013
Summer 2013
Fall 2013
Winter 2014
Spring 2014
Summer 2014
Fall 2014
Winter 2015
Spring 2015
Pilot/field testing begins
Tools Released
Expanded field testing of diagnostic assessment
Expanded field testing
Optional Diagnostic and Midyear PARCC Assessments
Standard Setting in Summer 2015
PARCC Assessment Implementation
10


Access and Equity for
English Language Learners [ELL]

Promoting Student Access

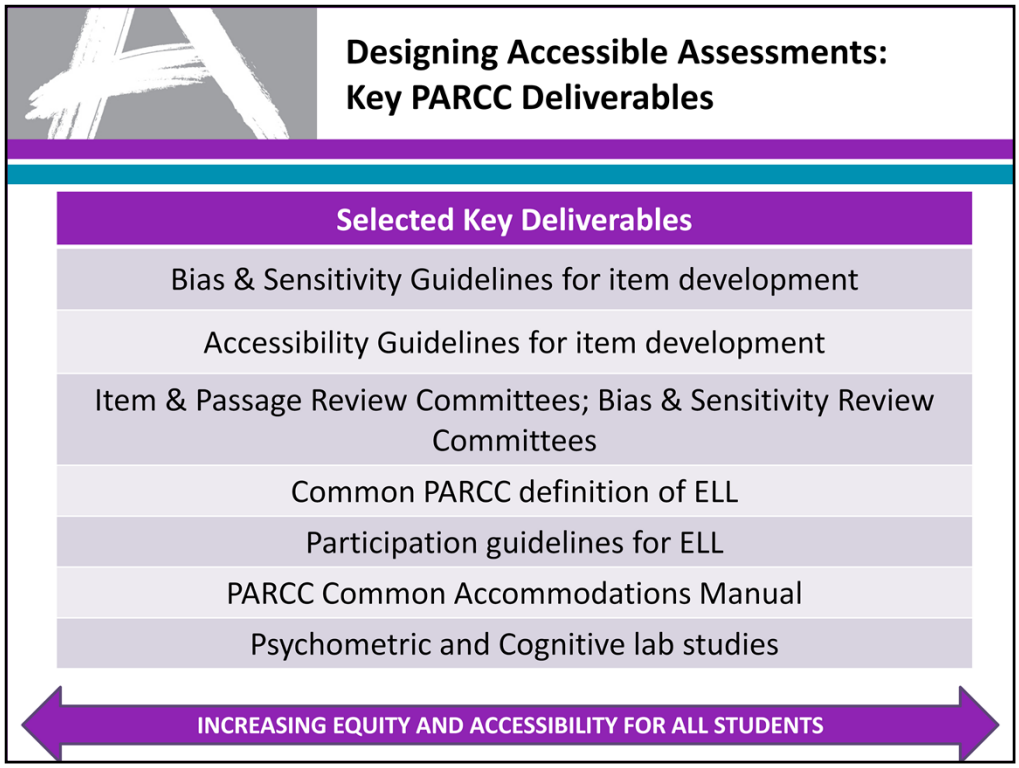
PARCC is committed to the following principles:

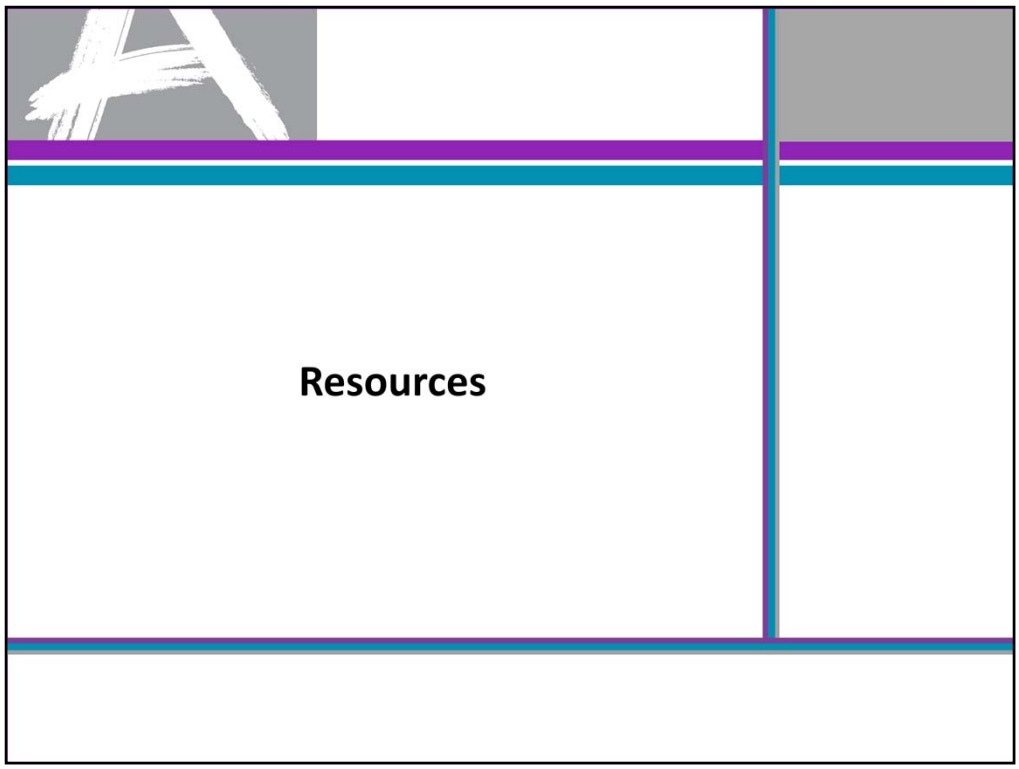
- Use **Universal Design principles** to create accessible assessments throughout every stage and component of the assessment
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured, so that all students can more **accurately demonstrate their knowledge and skills**
- Measure the **full range** of complexity of the standards
- Use **technology** to make all components of the assessment as accessible as possible


Use of Technology
Technology-Enhanced Items
• Present assessment material and capture student responses in a way that cannot be accomplished with paper and pencil
• Ex.: simulation, interactivity, drag-and-drop
Electronic Item Banking
• Adherence to recognized technology standards will allow for supports and accessibility information to be embedded in digital test items
Student Access & Engagement
• Electronically tagged items will allow for proper supports to activate for individual students, promoting access for students with disabilities and ELs.
• Technology-enhanced items may include interactive elements

Embedded Supports

- **Screen readers text-to-speech/speech-to-text software**
- Change font size/graphic enlargement
- Choice of background/text color
- Highlight critical features
- Passage/item/response choice
- **Graphic organizers or representations**
- **Customized dictionary or other home language supports/tools**
- **Embedded/pop-up glossary**
- Reducing visual distractions surrounding written text
- Avators (personalized for speaking or sign language)
- **Captions for audio**
- Option response: adapted keyboards, StickyKeys, MouseKeys, FilterKeys
- **Customized timing**
- Braille printing and refreshable Braille


Designing Accessible Assessments:
Key PARCC Deliverables
Selected Key Deliverables
Bias & Sensitivity Guidelines for item development
Accessibility Guidelines for item development
Item & Passage Review Committees; Bias & Sensitivity Review Committees
Common PARCC definition of ELL
Participation guidelines for ELL
PARCC Common Accommodations Manual
Psychometric and Cognitive lab studies
INCREASING EQUITY AND ACCESSIBILITY FOR ALL STUDENTS


Resources

Additional Questions?

Sign up for newsletter & updates:

www.parcconline.org

View of prototype items in ELA and Mathematics:

http://www.parcconline.org/samples/item-task-prototypes

Contacts:

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Jeff Nellhaus, Director, PARCC Assessment Development: jnellhaus@achieve.org

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