

SFSF accommodations documentation, Indicator (c)(4):

The Bureau's Special Education and Assessment and Accountability are currently conducting research in the area of accommodations for large scale assessment including the PSSA and PASA for 2008, 2009 and 2010. The complete report will be posted on the PDE website upon completion.

- I. Our research is comprised of:
 1. specific information regarding accommodations in PA
 - a. most frequently used accommodations per content area
 - b. most frequently used accommodations by disability category per content area
 2. current research and findings in the area of large scale assessment
 - a. reading accessibility
 - b. use of technology-how do these specific applications of technology affect reliability and validity
 - i. calculator policies
 - ii. Write Out Loud assistive technology
 - iii. Word prediction software
 - iv. Speech recognition software
 - v. Screen readers
 3. accommodations for the deaf/hearing impaired
 - a. number of students by grade using an interpreter
 - b. explore transliterating
 - i. What is it?
 - ii. How is it used? Is it appropriate for use in all content areas?
 - iii. Is there an impact to reliability and validity?

- II. Current allowable accommodations for the PSSA, PSSA-M, AND PAPER/PENCIL KEYSTONE EXAMS test are based on CCSSO's *Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities* developed by the Accommodations Study Group of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS),
http://www.ccsso.org/Resources/Publications/Accommodations_Manual_-_How_to_Select_Administer_and_Evaluate_Use_of_Accommodations_for_Instruction_and_Assessment_of_students_with_Disabilities.html

A study of the accommodations referenced in this document was conducted throughout the project. In addition, PA's *Accommodations*

Guidelines

http://www.education.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448 clearly identify all accommodations that will

invalidate the PSSA, PSSA-M, and paper/pencil Keystone Exams score.

While not all accommodations listed are allowed for the PSSA, PSSA-M, and paper/pencil Keystone Exams, the guidelines identify accommodations that might be considered for instruction but not for the state-wide assessment.

The *Guidelines* clearly direct test administrators to only allow an accommodation that is used in instruction and does not validate the score as indicated in the *Guidelines*. The PSSA, PSSA-M, and paper/pencil Keystone Exams are not a timed test; this mitigates the effect of extended time as an accommodation, however, PA uses research-based accommodations to ensure validity of scores:

1. Huynh H., Meyer J. P., & Gallant-Taylor D. (2002). *Comparability of scores of accommodated and non-accommodated testings for a high school exit examination of mathematics*. Paper presented at the annual meeting of the National Council on Measurement in Education. New Orleans, LA. Students received a different form of the test that was designed to be appropriate for testing students with visual and hearing impairments. This form could have been provided in a regular print, large-print, or loose-leaf version. This form also may have been administered orally or by sign language to some of the students.
2. Huynh, H., Meyer, J. P., & Gallant, D. J. (2004). Comparability of student performance between regular and oral administrations for a high-stakes mathematics Test. *Applied Measurement in Education*, 17(1), 39-57. This study examined the effect of oral administration accommodations on test structure and student performance on the mathematics portion on the South Carolina high School Exit Examination.
3. Hansen E. G., Lee M. J., & Forer D. C. (2002). A 'self-voicing' test for individuals with visual impairments. *Journal of Visual Impairment and Blindness*, 96(4), 273-275. The study investigated the use of speech output technology for tests for individuals with visual impairments.
4. Cahalan C., Mandinach E., & Camara W. J. (2002). *Predictive validity of SAT I: Reasoning test for test-takers with learning disabilities and extended time accommodations*. New York, NY: The College Reporting Board. The study was conducted to examine the predictive validity of scores taken with an extended time accommodation. In general, the revised SAT was to be positively correlated with FGPA for students who took the test with extended time accommodations for a learning disability. SAT scores were fairly accurate predictors of FGPA for students with learning disabilities. In the majority of cases when HSGPA was used along with SAT test scores, the predictive validity of FGPA was increased.

(Johnstone, C. J., Altman, J., Thurlow, M. L., & Thompson, S. J. (2006). A summary of research on the effects of test accommodations: 2002 through 2004 (Technical Report 45). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved October 5, 2009, from the World Wide Web:

<http://education.umn.edu/NCEO/OnlinePubs/Tech45/>

5. Phillips SE. High-stakes testing accommodations: Validity versus disabled rights. *Applied Measurement in Education* (1994) 7(2):93–120.
6. Thurlow M, Bolt S. Empirical support for accommodations most often allowed in state policy (Synthesis Report 41) (2001) Minneapolis, MN: University of Minnesota National Center on Educational Outcomes. Retrieved October 5, 2009, from <http://education.umn.edu/NCEO/OnlinePubs/Synthesis41.html>.

III. Accommodations for the Pennsylvania Alternate System of Assessment (PASA) are listed at <http://www.pasaassessment.org/>. The Bureau of Special Education will collect accommodation information for IEP students participating in the PASA. This process will be new for this year as PDE seeks approval of the PASA Science through Peer Review. During the scoring conference, the Pennsylvania Department of Education will monitor the delivery of the accommodations and the match of the accommodations to the IEP. The monitoring plan for the PASA will be similar to the monitoring plan utilized for the administration of the PSSA. LEAs will be selected for monitoring based upon test administration issues identified in the prior administration. LEAs will be notified and asked to provide the IEP of those student(s) being administered the PASA. A representative of the department will review the videotape of the student(s) to determine the match between the accommodations recorded on the bubble sheet, evidenced on the videotape, and provided in the IEP.