

Implications of NARAP Accessibility Principles for School and Classroom Practices

Principle/Guideline	Implications for School and Classroom Practices
Principle 1: Reading assessments are accessible to all students in the testing population, including students with disabilities.	
1-A. Understand and account for the range of student characteristics and experiences that impact reading when designing reading assessments.	<ul style="list-style-type: none"> • <i>Consider students sensory, physical, and cognitive disabilities when designing classroom assessments.</i> • •
1-B. Begin the development of reading assessments by following the principles of universal design.	<ul style="list-style-type: none"> • <i>Ensure that classroom assessments use precisely defined constructs.</i> • <i>Ensure that classroom assessments have simple, clear, and intuitive instructions.</i> •
1-C. Use technologies and other evidence-based approaches to provide all students with a similar array of assessment options.	<ul style="list-style-type: none"> • • •
1-D. Document decisions that are made to make tests more accessible, and monitor the effects for different groups of students.	<ul style="list-style-type: none"> • <i>Note how classrooms tests have been made more accessible, and bring the information to the IEP team for consideration of accommodations.</i> • <i>Report appropriate changes to the state department for consideration of changes in assessment design or accommodations policies.</i> •
Principle 2: Reading assessments are grounded in a definition of reading that is composed of clearly specified constructs, informed by scholarship, supported by empirical evidence, and attuned to accessibility concerns.	
2-A. State standards are grounded in an evidence-based definition of reading.	<ul style="list-style-type: none"> • •
2-B. Design reading tests to allow for individual measurement of the components reflected in state standards.	<ul style="list-style-type: none"> • • •
2-C. Use criteria to select texts that represent different genres and promote the use of interesting passages that are likely to engage all students.	<ul style="list-style-type: none"> • <i>Carefully design classroom assessments for coverage of genres and interest levels.</i> • •
2-D. Use criteria to determine the visual elements that are included within texts while avoiding distracting elements that impact students' comprehension.	<ul style="list-style-type: none"> • <i>Check the effects of visual elements for individual students.</i> • •
2-E. Present reading tasks that students perceive as worthwhile and that enable them to be self-efficacious as learners.	<ul style="list-style-type: none"> • <i>Explain to students the purpose of the assessment and try to select tasks that students find interesting within the construct being assessed.</i> • •
2-F. Ensure that test blueprints are aligned with the state standards.	<ul style="list-style-type: none"> • <i>Volunteer to participate on item development and item review committees for the state test.</i> • •

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Principle 3: Reading assessments are developed with accessibility as a goal throughout rigorous and well documented test design, development, and implementation procedures.	
3-A. Initial test design considers all test takers' characteristics.	<ul style="list-style-type: none"> • <i>Contribute to conversations with the state when new tests are proposed.</i> • •
3-B. Item development and evaluation considers all test takers' characteristics.	<ul style="list-style-type: none"> • <i>Think about the needs of students when developing classroom tests</i> • <i>Volunteer to participate on item development committees</i> •
3-C. Test assembly and evaluation considers all test takers' characteristics.	<ul style="list-style-type: none"> • • •
3-D. Document the steps that have been taken to ensure that all test takers' needs have been considered.	<ul style="list-style-type: none"> • <i>Bring all relevant information about adjustments and accommodations to the IEP team meeting.</i> • •
Principle 4: Reading assessments reduce the need for accommodations, yet are amenable to accommodations that are needed to make valid inferences about a student's performance.	
4-A. Begin the assessment development or revision process by reviewing allowed accommodations to determine whether they could be incorporated into the design of the assessment.	<ul style="list-style-type: none"> • <i>Know state accommodation policies so that they can be questioned or changes suggested.</i> • •
4-B. Identify and determine the essential accommodations that are still needed after incorporating as many as possible into assessment.	<ul style="list-style-type: none"> • <i>Check out accommodations in the classroom and bring results to IEP team meeting.</i> • •
4-C. Develop a strong rationale and evidence to support the validity of inferences from assessment results when accommodations are provided.	<ul style="list-style-type: none"> • <i>Contribute to state discussion about appropriate accommodations, providing rationales for recommended accommodations.</i> • •
4-D. Provide information and support to ensure that accommodations are implemented in an appropriate manner.	<ul style="list-style-type: none"> • <i>Participate in training opportunities, and ensure that others around you are training on appropriate implementation of accommodations.</i> • •
4-E. Adjust the reading assessment approach to address the needs of some groups of students that cannot be met by typical test design or accommodation procedures.	<ul style="list-style-type: none"> • • •

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Principle 5: Reports of reading assessment results are designed to be transparent to relevant audiences and to encourage valid interpretation and response.	
5-A. Provide clear and concise score reports that are appropriate for a diverse audience.	<ul style="list-style-type: none"> • <i>Review score reports for clarity and provide comments to the state for state assessments.</i> • <i>Ensure that classroom assessment results are reported clearly and concisely.</i> •
5-B. Pilot score reports with all relevant groups of score users.	<ul style="list-style-type: none"> • • •
5-C. Detailed information about the assessment and score results is available in a document that is accessible to all test takers and score users.	<ul style="list-style-type: none"> • • •
5-D. Provide information regarding the precision of reported scores for all relevant groups.	<ul style="list-style-type: none"> • • •

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