PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

Guidance for Districts and Decision-Making Teams to Ensure that PARCC Summative Assessments Produce Valid Results for All Students

SIXTH EDITION

Produced by:
Partnership for Assessment of Readiness for College and Careers (PARCC)

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high-quality, computer-based K-12 assessments in mathematics and English language arts/literacy (ELA/L) give schools, teachers, students, and parents valuable information on whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The first full administration of the PARCC assessments occurred during the 2014-2015 school year.

PARCC Accessibility Features and Accommodations Manual:
Guidance for Districts and Decision-Making Teams to Ensure that PARCC Summative Assessments Produce Valid Results for All Students

Sixth Edition (August 3, 2017)

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

Available online at:

http://avocet.pearson.com/PARCC/Home

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Background

Audience and Purpose

Developed by PARCC states, the sixth edition of the *PARCC Accessibility Features and Accommodations Manual* is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the PARCC summative assessments provide valid results for all participating students.

Introduction

PARCC states regard assessments as tools for enhancing teaching and learning. PARCC is committed to providing all students with equitable access to high-quality, 21st century assessments. By applying principles of universal design, using technology, embedding accessibility features, and allowing a broad range of accommodations, PARCC provides opportunities for the largest possible number of students to demonstrate their knowledge and skills. PARCC sets and maintains high expectations that all students will have access to the full range of grade-level and course content standards. Additionally, the PARCC states created and adopted common policies for accessibility features, accommodations, and participation in PARCC assessments. Together, these elements will increase student access to PARCC assessments, fidelity of implementation, and comparability across PARCC states.

PARCC's goals for promoting student access include:

- Applying principles of universal design for accessible assessments during every stage of the development of the assessment items and performance tasks;
- Minimizing/eliminating features of the assessment that are irrelevant to what is being measured so that all students can more accurately demonstrate their knowledge and skills;
- Measuring the full range of complexity of the standards;
- Using technology for the accessible delivery of the assessments;
- Building accessibility throughout the test without sacrificing assessment validity;
- Using a combination of accessible authoring and accessible technologies from the inception of items and tasks; and
- Engaging state and national experts throughout the development process through item review, bias and sensitivity review, policy development and review, and research.

The sixth edition of the *PARCC Accessibility Features and Accommodations Manual* has been created to ensure that:
- Participation in the assessments is consistent across PARCC states for students with disabilities and English learners (EL);
- Appropriate tools are used by students to address their individual learning needs, and that accommodations are provided to eligible students (including students with disabilities, ELs, and ELs with disabilities); and
- Accessibility features and accommodations used on PARCC assessments are generally consistent with those used in daily instruction.

This manual provides information on the accessibility features and accommodations that will be available during the PARCC assessments, based on careful review and inclusion of the following:

- Current[1] and field test research on effective practices for assessing diverse student groups and backgrounds (including needs of students with disabilities and ELs, culture, region, linguistic needs, dialect, and socio-economic background);

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1 Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm; Christensen, L., C. Johnston, and C. Rogers (2012). Common Core Accommodations Guidance. PARCC State Consortium. Refer to the reference list for the research foundation for this Manual.

- Feedback from PARCC state leads and state experts on students with disabilities and ELs;
- Feedback from the content experts; and
- Input from national technical advisors on PARCC's Technical Working Group for Accessibility, Accommodations, and Fairness.

PARCC states have all agreed to implement the principles, policies, and procedures set forth in this manual.

How PARCC Member States Set Policy

PARCC is a consortium of states working together to develop a set of common assessments that measure whether students are on track to be successful in college and their careers. The PARCC Governing Board, comprised of the K-12 chief state school officers from each governing state, makes all major policy and operational decisions on behalf of the consortium. State education agency experts from all PARCC governing states lead the policy and content development, and management of the PARCC assessment system.

Key policies set by the Governing Board, with input of working groups composed of representatives from the PARCC member states, include:

1. A common set of policies and procedures for providing assessment accommodations for ELs;

2. A common set of policies and procedures for providing assessment accommodations for students with disabilities;

3. A common set of policies and procedures for participation of ELs in the assessment system; and

4. A common set of policies and procedures for participation of students with disabilities in the assessment system.

Structure of the *PARCC Accessibility Features and Accommodations Manual*
The Manual consists of the following sections:

Background and Introduction

Section 1: Overview of the PARCC Assessment, Claims, and Design: This section summarizes the various PARCC assessments and provides the approaches used for universal design.

Section 2: PARCC Accessibility System and Accessibility Features for All Students Taking the PARCC Assessments: This section provides an overview of the PARCC Accessibility System and defines the accessibility features that will be offered to all students taking the PARCC assessments.

Section 3: Accommodations for Students with Disabilities and ELs: This section outlines the accommodations for students with disabilities and ELs taking the PARCC assessments.

Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, ELs, and ELs with Disabilities: This section describes a five-step process for selecting, administering, and evaluating the use of accommodations for PARCC assessments.

Section 1: Overview of the PARCC Assessment, Claims, and Design

Overview of the PARCC Assessment

The PARCC assessment system is designed to determine whether students are college- and career-ready or on track, assess the full range of the Common Core State Standards (CCSS), measure the full range of student performance, and provide timely data throughout the academic year to teachers to help inform instruction, interventions, and professional development.

The PARCC assessment system includes multiple components:

- <u>Diagnostic Tools for ELA/Literacy and Mathematics</u>: *Optional, non-summative, early indicator of student knowledge, flexible administration.*
- <u>K-2 Formative Tasks</u>: *Optional, non-summative, flexible administration*
- <u>Speaking and Listening Formative Tools for ELA/Literacy only</u>: *Optional, non-summative, flexible administration.*
- <u>Summative Assessment for ELA/Literacy and Mathematics</u>: *Required, summative.*
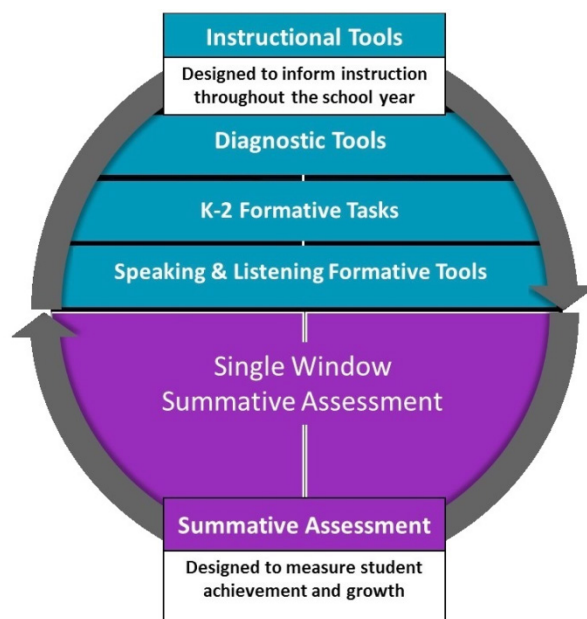
The PARCC summative assessments in English language arts/literacy (ELA/L) and mathematics will include a rich set of performance-based tasks that address a long-standing concern among educators about large-scale student assessments: that they have been unable to capture some of the most important skills that we strive to develop in students. The PARCC assessments were carefully crafted to accomplish this important goal. They enable teachers, schools, students, and parents to gain important insights into how well critical knowledge, skills, and abilities essential for young people to thrive in college and careers are being mastered.

The assessments at each grade level will assess the CCSS for that grade. However, in mathematics, a small portion of the assessments will assess securely-held[2] content from the previous grade. Also, the high school mathematics assessments will be based on the CCSS designated for two course sequences – a traditional sequence including Algebra I, Geometry, and Algebra II; and an integrated

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2 The ability to flexibly apply what one already knows to a non-routine or complex problem is an important aspect of readiness for college and careers.

sequence including Mathematics 1, 2, and 3. For more information regarding high school mathematics sequences, refer to the Mathematics Model Content Frameworks at http://parcc-assessment.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework.

In order to promote improvements in curriculum and instruction and support various forms of accountability, the PARCC assessments are designed to measure the full range of the CCSS and full continuum of student abilities, including the performance of high-performing and underperforming students. Performance level scores will be reported according to five levels. More information about the PARCC performance levels can be found by visiting http://parcc-assessment.org/assessments/test-design/performance-levels.

PARCC ELA/Literacy Assessments

The ELA/literacy summative assessment at each grade level will include three units. For each performance-based task, students will be asked to read or view one or more texts, answer comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the text(s). Some units across the grade levels will also include one or two additional reading passages, literary or informational, with related comprehension and vocabulary questions. PARCC will use both print and multimedia texts.

The claims listed below drive the design of the PARCC ELA/literacy summative assessments.

Master Claim: On track for college and career readiness; the degree to which a student is college- and career-ready (or, on track to being ready) in ELA/literacy. Under the master claim, there are two major claims: (1) reading complex text (i.e., students read and comprehend a range of sufficiently complex texts independently), and (2) writing (i.e., students write effectively when using and/or analyzing sources).

Further delineation in what is being measured is indicated by the following six sub-claims:

1. Vocabulary, Interpretation, and Use (RL/RI.X.4 and L.X.4-6).
   a. Students use context to determine the meaning of words and phrases.
2. Reading Literature (RL.X.1-10).
   a. Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.
3. Reading Informational Text (RI.X.1-10).
   a. Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.
4. Written Expression (W.X.1-10).
   a. Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
5. Conventions and Knowledge of Language (L.X.1-3).
   a. Students demonstrate knowledge of conventions and other important elements of language.
6. Research (data taken from Research Simulation Task).
   a. Students build and present knowledge through integration, comparison, and synthesis of ideas.

Results of the ELA/literacy assessments will be reported in three categories:

1. ELA/literacy (major claim);
2. Reading and comprehending a range of sufficiently complex texts independently (reading) (sub-claim);
3. Writing effectively when using and/or analyzing sources (writing); and
4. ELA/literacy results will be based on a composite of students' reading and writing scores.

Students will receive both a scale score and performance level scores for ELA/literacy, and scale scores for the reading and writing categories.

PARCC Mathematics Assessments

The summative mathematics assessment at each grade level will include both short- and extended-response questions focused on applying skills and concepts to solve problems that require demonstration of the mathematical practices with a focus on modeling, reasoning, and precision. The assessments will also contain short-answer questions focused on conceptual understanding, procedural skills, and application.

The claims listed below are the claims that drive the design of the PARCC mathematics assessments.

Master Claim: On track for college and career readiness; the degree to which a student is college- and career-ready (or, on track to being ready) in mathematics. The student solves grade-level/course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

- **Sub Claim A:** Major Content with Connections to Practices. The student solves problems involving the Major Content for his grade/course with connections to the Standards for Mathematical Practice.
- **Sub Claim B:** Additional and Supporting Content with Connections to Practices. The student solves problems involving the Additional and Supporting Content for his grade/course with connections to the Standards for Mathematical Practice.
- **Sub Claim C:** Highlighted Practices MP.3 with Connections to Content: Expressing Mathematical reasoning. The student expresses grade-level/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.
- **Sub Claim D:** Highlighted Practice MP.4 with Connections to Content: Modeling/Application. The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or, for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and

  Where helpful making sense of problems and persevering to solve them (MP.1);

  Reasoning abstractly and quantitatively (MP.2);

  Using appropriate tools strategically (MP.5);

  Looking for and making use of structure (MP.7); and/or

  Looking for and expressing regularity in repeated reasoning (MP.8).

Use of Technology to Deliver PARCC Assessments

PARCC assessments use a computer-based assessment delivery platform that is easy for students to learn, intuitive to use, and provides an opportunity for results to be reported quickly and accurately. The PARCC assessment delivery platform is compliant with the Accessible Portable Item Profile (APIP) and Web Content Accessibility Guidelines (WCAG) 2.0. PARCC has released technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional and assessment needs of their students.

The PARCC Technology Guidelines can be found here: http://avocet.pearson.com/PARCC/Home#10429.

Participation Guidelines for PARCC Assessments

All students, including students with disabilities and ELs, are required to participate in statewide assessments and have their assessment results be part of the state's accountability systems, with narrow exceptions for ELs in their first year in a U.S. school (described in Section 4), and certain students with disabilities who have been identified by the Individualized Education Program team to take their state's alternate assessment. All other students will participate in the PARCC ELA/literacy and mathematics assessments. Federal laws governing student participation in statewide assessments include the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008), and the Elementary and Secondary Education Act (ESEA) of 1965, as amended. Specific provisions under these laws for students with disabilities and ELs are summarized in Appendix K: Legal Background. Consult your state's assessment department to determine which alternate and English language proficiency assessments are offered in your state.

All students can receive accessibility features on PARCC assessments.

Four distinct groups of students may receive accommodations on PARCC assessments:

1. **Students with disabilities who have an Individualized Education Program (IEP);**
2. **Students with a Section 504 plan** who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify for special education services;
3. **Students who are ELs;** and
4. **Students who are ELs with disabilities who have an IEP or 504 plan.** These students are eligible for both accommodations for students with disabilities and accommodations for ELs.

The following definitions will help users of the manual to understand and implement accommodations appropriately:

- **Student with a disability:** One who has been found eligible based on the definitions provided by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- **EL:** Assessment consortia are currently collaborating to develop a comprehensive definition. Traditionally, EL students have also been termed "limited English proficient" students and "English language learners." Legal language is included in Appendix K: Legal Background.
- **Former EL:** A student who is no longer classified as an EL, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by the state English language proficiency assessment.

General Testing Procedures

For information about coordinating or administering the PARCC assessments, including test security policies, administration procedures, and general administration tasks to complete before, during, and after testing, refer to the *Test Coordinator Manual* and the *Test Administrator Manuals*. Manuals are available now at http://avocet.pearson.com/PARCC/Home.

Universal Design

Universal design, when applied to assessment, is analogous to universal design in architecture where, for example, ramps and curb cuts designed for people in wheelchairs are also considered essential for people without disabilities, such as parents pushing strollers or people moving heavy furniture.[3]

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3 Maryland State Board of Education. (2011). "A Route for Every Learner Report."

Universal design[4] describes a concept or philosophy that, when applied to assessments, provides all students with equal opportunities to demonstrate what they have learned. The purpose of universally designed assessments is to provide access for the greatest number of students during assessment, and to minimize the need for individualized design or accommodations. Universal design acknowledges differences among individuals, and that for accurate assessment to occur, a range of methods and materials are needed to measure learning. Universal design builds flexibility into assessments at the development stage, which enables flexible adjustments for a broad range of students. All students are intended to benefit from assessments that are universally designed, including students who are gifted and talented; ELs; students with physical, cognitive, and/or sensory disabilities; students with emotional or language/learning disabilities; students with more than one of these characteristics; students with unique linguistics needs; other underperforming students; and students without disabilities.

The principles of universal design for assessment are described by Thompson, et al.:

> "Universally designed assessments are designed and developed from the beginning to allow participation of the widest possible range of students, and to result in valid inferences about performance for all students who participate in the assessment. Universally designed assessments are based on the premise that each child in school is a part of the population to be tested, and that testing results must not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.[5]

> Universal design emphasizes that in order to increase access, assessment designers cannot use a "one size fits all" approach, but must build in and make available opportunities for choice and create multiple alternatives and approaches for individuals to express their knowledge. Using these principles, item writers consider the full range of students in the assessment population and develop items, tasks, and prompts that measure the desired construct for the greatest number of students without the need for accommodation or adaptation. Guided by universal design, assessment developers design the assessment to meet the specific needs of as many students as possible and minimize the number of necessary accommodations, while acknowledging that the need for accommodations cannot be eliminated entirely."

PARCC has included the following universal design requirements for item development in the PARCC Accessibility Guidelines:

- The item or task takes into consideration the diversity of the assessment population and the need to allow the full range of eligible students to respond to the item/stimulus.
- Constructs have been precisely defined and the item or task measures what is intended.
- Assessments contain accessible, non-biased items.

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4 The term "universal design" is defined in the Individuals with Disabilities Education Act (IDEA) and the Higher Education Opportunity Act (HEOA) as having the same definition as that found in the Assistive Technology Act of 1998: The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies. (20 U.S.C. §1401(35)(IDEA); 20 U.S.C. §1003(23) (HEOA), both referencing the Assistive Technology Act of 1998, as amended, 29 §3002).

5 Thompson, S. J., Johnstone, C. J., & Thurlow, M. L. (2007). Universal design applied to large scale assessments (Synthesis Report 44). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved [April 1, 2013], from the World Wide Web: http://education.umn.edu/NCEO/OnlinePubs/Synthesis44.html.

- Assessments are designed to be amenable to accommodations.
- Instructions and procedures are simple, clear, and intuitive.
- Assessments are designed for maximum readability, comprehensibility, and legibility.[6]
- The item or task material uses a clear and accessible text format.
- The item or task material uses clear and accessible visual elements (when essential to the item).
- The item or task material uses text appropriate for the intended grade level.
- Decisions will be made to ensure that items and tasks measure what they are intended to measure for EL students with different levels of English proficiency and/or first language proficiency.
- All accessibility features have been considered that may increase access while preserving the targeted construct.
- Multiple means of item presentation, expression, and student engagement have been considered with regard to items/tasks for both students with disabilities and ELs.
- Changes to the format of an item will be considered that do not alter the item/task meaning or difficulty.

In addition to the universal design requirements, PARCC has provided item developers with comprehensive accessibility guidelines for writing items to ensure that all items/tasks are bias-free, sensitive to diverse cultures, stated clearly, of appropriate linguistic complexity, and consistently formatted.

Principles of universal design, when applied to assessment, may provide educators with more valid inferences about the performance levels of students with disabilities and ELs, as well as the performance of their peers.

Universally designed general assessments cannot eliminate, but may reduce the need for accommodations and alternate assessments.

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6 Thompson, Johnstone, & Thurlow (2002). The National Center for Educational Outcomes (NCEO).

Section 2: PARCC Accessibility System and Accessibility Features for All Students Taking the PARCC Assessments

PARCC Accessibility System
Through a combination of universal design principles and available accessibility features, PARCC has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students, including students with disabilities, ELs, and ELs with disabilities. Although accommodations may still be needed for some students with disabilities and ELs to assist in demonstrating what they know and can do, the computer-embedded and externally provided accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diverse students being assessed.

What are Accessibility Features?
On the PARCC computer-based assessments, accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the PARCC assessments (i.e., students with and without disabilities, gifted students, ELs, and ELs with disabilities). Since the accessibility features are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them. Even though accessibility features are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the supports a student consistently uses and finds helpful during instruction and when engaging in individual work. Practice tests that include accessibility features are available for teacher and student use throughout the year. To practice now, go to parcc.pearson.com.

Accessibility Features Identified in Advance
A relatively small number of students will require additional accessibility features for their particular needs (e.g., changing the background or font color on-screen, listening to text-to-speech for the mathematics assessments). Recent research suggests that providing too many tools on-screen may lead to ineffective use of the tools provided and/or an impact on a student's test performance.[7] Furthermore, the on-off controls for these features might distract some students if they were shown on-screen, or interfere with other features or accommodations. As an example, if a student does not regularly receive text-to-speech or other audio representations on their math textbooks during instruction, text-to-speech for mathematics on the PARCC assessments may distract a student or slow their pacing, possibly interfering with their performance.[8] Based on the needs and preferences of the individual student, some accessibility features will be selected ahead of time by students in collaboration with educators. Students must practice using these features, either in a classroom or real world application or setting , and these features must also be generally consistent with those provided for classroom instruction and classroom assessments. Not only does the student need to practice using these features, but must also be using them during daily instruction to ensure it is not a feature just used for state testing. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school, or district.

It is strongly recommended that decisions are made on an individual student basis based on the

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7 Higgins, J., Fedorchak, G., & Katz, M. (2012). Assignment of Accessibility Tools for Digitally Delivered Assessments: Key Findings. White Paper for Enhanced Assessment Grant # S368A100008.
8 In fall/winter 2015 PARCC conducted an external validity study for text-to-speech. A final study report is expected in September 2017.

specific needs of the child as opposed to group decisions for a class or grade. Individualizing access needs on the assessment for each student provides increased opportunities to accurately demonstrate knowledge and skills, and will reduce the likelihood of giving students incorrect accessibility features or accommodations on the day of the test.

What is a Student Registration and Personal Needs Profile (SR/PNP)?

The SR/PNP is a collection of student information regarding a student's registration, testing condition, materials, and accessibility features and accommodations that are needed to take a PARCC assessment.

Why Collect Student Accessibility Features and Accommodations Information Prior to the Assessment?

Prior to the assessment, the following student information should be collected so students receive the appropriate accessibility features and accommodations on testing day (it is the role of the school to ensure that the student's information is collected and included in this file):

1. Embedded accessibility features in the TestNav 8 online platform that need to be enabled for students during administration (e.g., color contrast [background/font color], text-to-speech for mathematics, etc.) (via the SR/PNP);
2. Embedded accommodations in the TestNav 8 online platform that need to be enabled for students during administration (e.g., ASL, closed captioning, text-to-speech for ELA/literacy, etc.) (via the SR/PNP);
3. Externally-provided accessibility features identified in advance, and accommodations for students with disabilities and ELs (via the SR/PNP); and
4. Hard copy accommodated forms that require advance shipping (braille edition, paper-based edition, large print edition, etc.) (via the SR/PNP).

The SR/PNP provides a record for School Test Coordinators and Test Administrators to ensure that students receive individualized accessibility features and accommodations during the assessments.

How is Information Collected for the PNP Section of the SR/PNP?

The PNP will be based on observations and stated preferences by the student or parent/guardian regarding a student's testing needs that have been determined to increase access during daily instruction and assessment. Observations based on a student's interaction with the online testing platform can be made during the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

Process for Collecting SR/PNP Information

- For *students with disabilities*, the IEP team or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For *ELs*, the educators responsible for selecting accommodations (or an EL team, if available) will identify which accessibility features and accommodations should be identified in the student's SR/PNP.
- For *ELs with disabilities*, the IEP team (which includes an adult familiar with the language needs of the student) or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For students *without* disabilities, and who are not ELs, decisions about which accessibility features identified in advance (if any and if allowed) will be included in the student's SR/PNP will be made based on the student's education-related needs and preferences by an informal team, which may include the:

    Student (as appropriate);

    Parent/guardian; and

    Student's primary educator in the subject of the assessment.

How Do You Fill Out and Submit the SR/PNP File Layout?
Note: *Refer to your state's specific policy on how student information will be captured.*

- Step 1: Local educators/teams collect individual student data to populate the SR/PNP.
- Step 2: Local educators/teams capture individual student SR/PNP data in a central location.
- Step 3: The individual(s) responsible for student data upload at the school/district/state level receive the information from step 2 and upload the information into the SR/PNP.

There are certain accessibility features and accommodations which require materials to be shipped (e.g., large print, braille with tactile graphics, Human Reader or Human Signer for ELA/literacy kits, paper test for online students, and Spanish paper mathematics assessments). Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training module for SR/PNP. Any registrations that require materials to be submitted after the deadline for paper must be ordered via Additional Orders.

All other information in the student's SR/PNP will be submitted via the SR/PNP in PearsonAccess[next]. For guidance on how to upload student information in the PNP File Layout, refer to the Student Registration/ Personal Needs Profile Field Definitions, document posted on PearsonAccess[next].[9] Administrators with the appropriate access will also be able to manually enter PNP data via the User Interface in PearsonAccess[next] once a student's test registration is completed.

The PARCC Accessibility System
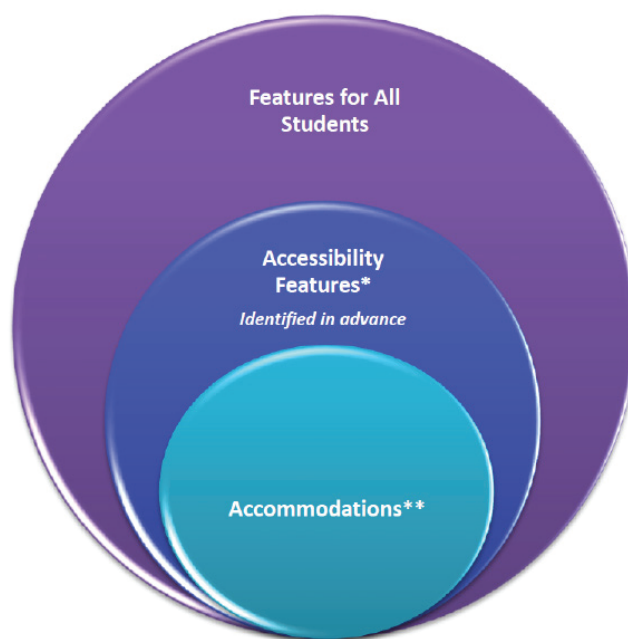
  *Available to all participating students
**For students with disabilities, ELs, and ELs with disabilities

Note: Coordinators should plan for administrative considerations

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9 PARCC will also provide training on uploading a student's SR/PNP in the fall of 2017 available at https://parcc.tms.pearson.com > Student Registration/Personal Needs Profile Training Module.

Accessibility Features for All Students[10]

Table 1: Accessibility Features for All Students lists the accessibility features that PARCC will make available to ALL STUDENTS. These features are available through the online platform, or may be externally-delivered by a Test Administrator or other adult on the PARCC summative assessments. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life.
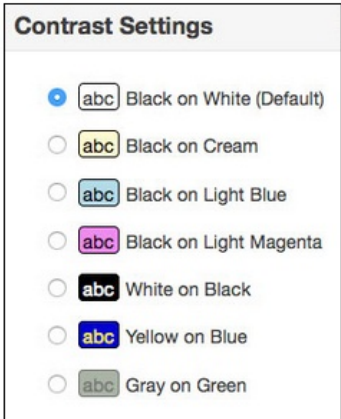
Where applicable, the chart below will include the test administration activities for before, during, and after testing necessary for successful implementation of the PARCC accessibility features. There are a few accessibility features that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the "before testing" guidance and the corresponding column in the SR/PNP file is also provided.

Table 1: Accessibility Features for All Students

Table includes Features for All Students & Accessibility Features Identified in Advance.

	Accessibility Feature	Administration Guidelines
1a	**Answer Masking** *(SR/PNP Reference BG)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have answer masking selected to activate the feature on the platform. **During Testing:** When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, "Disable Answer Masking" in the user drop-down menu.
1b	**Audio Amplification**	**Before Testing:** The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student will not have access to volume control in the secure TestNav environment. **During Testing:** Student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed.
1c	**Bookmark**	**During Testing:** The student selects the "Bookmark" icon in the toolbar. The student electronically "bookmarks" items to review later. To remove the bookmark, select the "Bookmark" icon again.

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10 A foundational piece of research for PARCC policy decisions on accessibility features: Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.

Accessibility Feature	Administration Guidelines
1d **Color Contrast (Background/Font Color)** *(SR/PNP Reference BI)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have the student's Color Contrast (Background/Font Color) selected to activate this feature on the platform. **During Testing:** Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu. **Contrast Settings** ◉ abc Black on White (Default) ○ abc Black on Cream ○ abc Black on Light Blue ○ abc Black on Light Magenta ○ abc White on Black ○ abc Yellow on Blue ○ abc Gray on Green
1e **Blank Scratch Paper** *(provided by Test Administrator)*	**Before Testing:** Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window. **During Testing:** The student uses blank scratch paper (i.e., lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper. **After Testing:** Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
1f **Eliminate Answer Choices**	**During Testing:** The student selects the "Answer Eliminator" icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and "crosses out" the answer choice. The student may disable this feature by selecting "Answer Eliminator" in the toolbar again.
1g **General Administration Directions Clarified** *(by Test Administrator)*	**During Testing:** The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.

SECTION 2

Accessibility Feature		Administration Guidelines
1h	**General Administration Directions Read Aloud and Repeated as Needed** *(by Test Administrator)*	**During Testing:** The Test Administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.
1i	**Highlight Tool**	**During Testing:** The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.
1j	**Headphones or Noise Buffers**	**Before Testing:** Test Administrator prepares classroom with headphones for participating students. **During Testing:** The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to when headphones are required for the ELA/literacy assessment). If headphones are used only as noise buffers, do not plug them into the testing device.
1k	**Line Reader Mask Tool**	**During Testing:** The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu. The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool. The Line Reader Mask box color will change depending on the color contrast option selected.
1l	**Magnification/ Enlargement Device**	**During Testing:** • Browser/Device Magnification: The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what's displayed on the screen (while preserving clarity, contrast, and color). • Magnifier: The student can also select "Enable Magnifier" in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, "Disable Magnifier" in the user drop-down menu. **Note:** Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.

	Accessibility Feature	Administration Guidelines
1m	**Notepad**	**During Testing:** The student selects the "Notepad" icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA/literacy assessments. The student may disable this feature by selecting "Notepad" in the toolbar again. **Note:** The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.
1n	**Pop-up Glossary**	**During Testing:** The student is able to view definitions of pre-selected, underlined words by hovering over them. The definition appears in a pop-up text box.
1o	**Redirect Student to the Test** *(by Test Administrator)*	**During Testing:** The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.
1p	**Spell Check or External Spell Check Device**	**During Testing:** The student uses the embedded spell check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
1q	**Student Reads Assessment Aloud to Self** *(SR/PNP Reference BH)*	**Before Testing:** - Identification for SR/PNP: The student's SR/PNP must have this feature identified. **During Testing:** The student reads aloud the assessment to him or herself. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.

SECTION 2

Accessibility Feature	Administration Guidelines

1r **Text-to-Speech for the Mathematics Assessments**
 	
 (SR/PNP Reference CG)
	Before Testing:
	• <u>Identification for SR/PNP</u>: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
	• <u>Test Administrator Training</u>: Refer to the Text-to-Speech Tutorial on parcc.pearson.com for full training on tool functionality.
	• <u>Differences Between Text Only and Text Plus Graphics</u>:
	    ○ Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.
	    ○ Text Only - Reads printed text but does not read any alternate text descriptions for images.
	
	During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.

Accessibility Feature	Administration Guidelines

1s **Human Reader or Human Signer for the Mathematics Assessments**
 	
(SR/PNP Reference CH)
	Before Testing:
	• Identification for SR/PNP:
	   o Student's SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. **Refer to the "Managing Test Sessions and Student Classes" guidance on Avocet for instructions for manually creating Human Reader test sessions**. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. **Important**: Failure to manually place the students in a Human Reader session (specifically identified in PAN) will result in the student receiving a form that differs from the form needed to provide the accessibility feature.
	   o The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script.
	• Materials: Mathematics Human Reader Script
	• Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:
	   o The Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT.
	   o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/ Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.
	   o Appendix L: Human Signer Guidelines (signers only).
	
	During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.
	
	After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials.

Accessibility Feature	Administration Guidelines
1t **Writing Tools**	**During Testing:** The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA/literacy assessment. **Note:** The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted.

Administrative Considerations for All Students

Detailed guidelines on the administration of the PARCC assessments will be included in the *Test Administrator Manuals* and the *Test Coordinator Manual.*

Although students are generally tested in their regular classroom and follow the standard test administration schedule for the grade and content area being assessed, the principal or test coordinator has the authority to schedule testing sessions in spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the *Test Administrator Manuals and Test Coordinator Manual.* Decisions may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group or individual setting. In general, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or Test Coordinator.

In accordance with principles of universal design for assessment, PARCC is providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locations for testing. These administrative considerations are available to all students. Administrative considerations must be identified for the student in the SR/PNP. The corresponding column in the SR/PNP file is provided in Table 2: Administrative Considerations for All Students.

The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or EL.

Table 2: Administrative Considerations for All Students

Administrative Consideration	Description
2a **Small Group Testing** *(SR/PNP Reference BC)*	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Check individual state policies on the maximum number of students allowed in a small testing group.
2b **Time of Day** *(SR/PNP Reference BF)*	Student is tested during a specific time of day based on their individual needs (e.g., ELA/literacy in the morning; no testing after lunch).
2c **Separate or Alternate Location** *(SR/PNP Reference BB)*	Student is tested in a specifically assigned location.

Administrative Consideration		Description
2d	**Specified Area or Setting** *(SR/PNP Reference BE)*	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
2e	**Adaptive and Specialized Equipment or Furniture** *(SR/PNP Reference BD)*	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
2f	**Frequent Breaks** *(SR/PNP Reference BA)*	Guidance on logistics for administrating the PARCC assessments with frequent breaks: • *Medical Breaks*: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • *Individual Bathroom Breaks*: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • *In-Chair Stretch Break*: Student pauses and stretches. Student's testing time does not stop. • Other Frequent Breaks, according to state policy.

Section 3: Accommodations for Students with Disabilities and English Learners

Accommodations for Students with Disabilities and ELs

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability or linguistic/cultural characteristics that is unrelated to the content being assessed. For PARCC assessments, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are ELs. In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. In addition, Test Administrators administering the assessment or providing accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.** Moreover, accommodations provided to a student on the PARCC assessments must be generally consistent with those provided for classroom instruction and classroom assessments. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the PARCC summative assessment because they impact the validity of the assessment results – for example, allowing a student to use a thesaurus or access the internet during a PARCC assessment. There may be consequences (e.g., excluding a student's test score) for the use of non-allowable accommodations during PARCC assessments. It is important for educators to become familiar with policies regarding accommodations used for the PARCC assessments.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the PARCC assessments, and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual, changes to an accommodation or the conditions in which it is provided may change what the assessment is measuring, and will likely call into question the reliability and validity of the results regarding what a student knows and is able to do as measured by the assessment.

To the extent possible, accommodations should adhere to the following principles:

- 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 an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.
- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented in the student's appropriate plan (i.e., either the IEP or 504 plan).

- Accommodations for ELs should be described and documented.
- Students who are ELs with disabilities qualify to receive accommodations for both students with disabilities and ELs.
- Accommodations should become part of the student's program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and state assessments.

In the event that a student was provided a test accommodation that was NOT LISTED in his or her IEP, 504 plan, or was not documented for an EL, or if a student was NOT PROVIDED a test accommodation listed in his or her IEP/504 plan/documentation for an EL, the school must follow each state's policies and procedures for notifying the state assessment office.

Scoring and Reporting
Summative assessment scores for students who receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups, and can be included for accountability purposes. PARCC states may choose to monitor the number and percentage of students using newer assessment accommodations such as text-to-speech, external speech-to-text device, etc. at the school, district, and/or state level.

If needed, refer to your state policy for state-specific information on coding PARCC accommodations.

Unique Accommodations
PARCC has developed a comprehensive list of accessibility features and accommodations that are designed to increase access to PARCC assessments and will result in valid, comparable assessment scores. However, students with disabilities or ELs may require additional accommodations that are not found in this manual. PARCC states will individually review requests for unique accommodations in their respective states on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student. Refer to Appendix F: Unique Accommodation Request Form.

Emergency Accommodations
An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the PARCC assessment window. A student who does not have an IEP or 504 plan may require an accommodation as a result of a recently-occurring accident or illness. Cases include students who have a recently-fractured limb (e.g., arm, wrist, shoulder); whose only pair of eyeglasses has broken; or a student returning after a serious or prolonged illness or injury. An emergency accommodation should be given only if the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test[s]). If the principal (or designee) determines that a student requires an emergency accommodation on the PARCC assessment, an Emergency Accommodation Form must be completed and maintained in the student's assessment file. If required by your PARCC state, consult with the district office for approval. If appropriate, the Emergency Accommodation Form may also be submitted to the District Assessment Coordinator to be retained in the student's central office file. Requests for emergency accommodations will be approved after it is determined that use of the accommodation would result n a valid score for the student. **The parent must be notified that an emergency accommodation was provided**. Refer to Appendix G: Use of an Emergency Accommodation on a PARCC Assessment.

Student Refusal Form

If a student refuses an accommodation listed in his or her IEP, 504 plan, or if required by the PARCC member state, an EL plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student's file and a copy must be sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP, 504 plan, or if required by the PARCC member state, an EL plan. Refer to Appendix H: Student Accommodation Refusal Form.

Ongoing Research and Data Collection on Use of Accommodations

PARCC states will continue to research the effectiveness, validity, differential impact, relevance, and feasibility of the accommodations, and revise as needed.

Accommodations for Students with Disabilities[11]

Table 3 provides a list of PRESENTATION ACCOMMODATIONS for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. The table also outlines the before, during, and after testing activities necessary to successfully administer these accommodations. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "before testing" guidance and the corresponding column in the SR/PNP file is also provided.

Table 3: Presentation Accommodations for Students with Disabilities

Accommodation		Administration Guidelines
3a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BL)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have assistive technology selected. • Testing: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Note that PARCC assessments are designed to be Web Content Accessibility Guidelines (WCAG) compliant. For information on how to test assistive technology devices and software for use on the PARCC assessments with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at https://parcc.pearson.com/technology-setup/. **During Testing:** Students may use a range of assistive technologies on the PARCC assessments, including devices that are compatible with the PARCC online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: http://www.pearsononlinetesting.com/TestNav/PARCC-AT/. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded.

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11 A foundational piece of research for PARCC policy decisions on accessibility features: Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.; Christensen, L., C. Johnston, and C. Rogers (2012). Common Core Accommodations Guidance. PARCC State Consortium.

	Accommodation	Administration Guidelines

3b	**Screen Reader Version** *(for a student who is blind or visually impaired)* *(SR/PNP Reference BK)*	**Before Testing:**
		• Identification for SR/PNP: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form. For ELA/literacy, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.
		• Materials and Equipment: For optimal screen reader usage, PARCC recommends using JAWS 17 (note that PARCC assessments are designed to be compliant with the Web Content Accessibility Guidelines [WCAG]). Tactile graphics booklets are required for test administration. Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training modules for SR/PNP and Editing Enrollment Counts. Any registrations that require materials submitted after the deadline for paper must be ordered via Additional Orders.
		• Screen Reader Testing: Screen reader software SHOULD be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: https://parcc.pearson.com/technology-setup/.
		• Test Administrator Training: Test Administrators should review:
		  ○ PARCC Assistive Technology Guidelines available at https://parcc.pearson.com/technology-setup/.
		  ○ Appendix M: PARCC Assessments for Students with Visual Impairments, Including Blindness.
		
		During Testing: A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If the student is not using headphones, the student must be tested in a separate setting.
		
		Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.
		
		After Testing: Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

SECTION 3

Accommodation	Administration Guidelines

3c **Refreshable Braille Display with Screen Reader Version for ELA/Literacy**
 	
(SR/PNP Reference BN)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form.
	• Materials and Equipment: For screen reader usage, PARCC recommends using JAWS 17. Refreshable braille displays and tactile graphics booklets are required for administration.
	• Screen Reader Testing: Screen reader software SHOULD be tested during an Infrastructure Trials. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For optional screen reader usage, PARCC recommends using JAWS 17.
	• Test Administrator Training: Test Administrators should review:
	    ○ [Appendix M: PARCC Assessments for Students with Visual Impairments, Including Blindness](#).
	    ○ PARCC Assistive Technology Guidelines available at https://parcc.pearson.com/technology-setup/.
	
	During Testing: A student who is blind or has a visual impairment takes the ELA/literacy assessments using his or her preferred screen reader software, pending an Infrastructure Trial, with a refreshable braille display. A student who uses a screen reader with refreshable braille will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia where applicable. If the student is not using headphones, the student must be tested in a separate setting.
	
	After Testing: Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

SECTION 3

Accommodation	Administration Guidelines

3d **Hard Copy Braille Edition**[12]
 	
 (SR/PNP Reference BQ)
	Before Testing:
	 • Identification for SR/PNP: Student's SR/PNP must have Hard Copy Braille Edition selected.
	 • Materials: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet or answer document[13] for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.
	 • Test Administrator Training: Test Administrators of students with visual impairments must review:
	      o Braille Kits, which will be provided to schools at least two full school days prior to testing[14] in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (e.g., English Braille American Edition (EBAE), Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Your state may have additional guidance located in your state policy regarding the number of days Test Administrators may access materials prior to testing (refer to **Appendix C** of the *Test Coordinator Manual*). Braille notes are inserted behind the cover of the first volume of the Braille test. **Important:** Reading, viewing, copying, or reproducing passages or test items is prohibited.
	      o [Appendix M: PARCC Assessments for Students with Visual Impairments, Including Blindness](#).
	      o If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.
	
	 Note: EBAE and UEB will be available based on your state's UEB transition plan. For individual student needs that do not coincide with your state's UEB transition plan, contact your state for guidance. Refer to **Appendix C** of the *Test Coordinator Manual* for guidance on your state's UEB transition plan.

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12 Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accessibility features and accommodations for students registered after the deadline for paper registration must be ordered via Additional Orders.
13 For the Fall Block 2017 and Spring 2018 administrations test booklets and answer documents will be used.
14 Refer to your state policy on the official number of days staff can review secure test materials.

SECTION 3

Accommodation	Administration Guidelines
	During Testing: A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA/literacy and mathematics assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be deleted off all devices. Nonscorable student work must be securely shredded. • If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.
3e **Tactile Graphics**	**Before Testing:** Refer to Table 3b "Screen Reader Version" for details. **During Testing:** A student who is blind or has a visual impairment who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed. **After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

Accommodation	Administration Guidelines

3f **Large Print Edition**[12]
 	
(SR/PNP Reference BP)
	Before Testing:
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Large Print Edition selected.
	• <u>Materials</u>: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.
	• <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review:
	    ○ Appendix M: PARCC Assessments for Students with Visual Impairment, Including Blindness.
	    ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.
	
	During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the PARCC large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
	
	After Testing:
	• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.
	• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

	Accommodation	Administration Guidelines
3g	**Paper-Based Edition** *(Alternate Representation – Paper Test)* *(SR/PNP Reference BO)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition selected. • Materials: Paper-Based Edition of the assessment • Test Administrator Training: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments. **During Testing:** For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; (3) attend a school providing paper-based assessments as the primary mode; or (4) are unable to access an online assessment due to religion or beliefs.
3h	**Closed Captioning of Multimedia on the ELA/Literacy Assessments**[15] *(SR/PNP Reference BM)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Closed Captioning selected.[16] **During Testing:** A student who is deaf or hearing impaired views captioned text embedded in multimedia (i.e., video) segments of the ELA/literacy summative assessments. Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form. See the Closed Captioning tutorial available here: https://parcc.pearson.com/tutorial/.
	ELA/Literacy Assessments, including items, response options, and passages[17]	**Before Testing:** • Purpose: The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the PARCC ELA/literacy assessment is to provide access to printed or written texts on the PARCC ELA/literacy assessments for 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. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.
3i 3j	• **Text-to-Speech** *(SR/PNP Reference CG)* • **American Sign Language (ASL) Video** *(SR/PNP Reference BJ)*	• Identification for SR/PNP: The student's SR/PNP must have text-to-speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech, or ASL Video.

15 The CCSS call for comparisons between diferent media. An example of this is RI9-10.7: Analyze various accounts of a subject told in diferent mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Adding closed captioning to any students other than those who are deaf or hard of hearing affects the ability to effectively assess this type of standard, and therefore it is listed as an accommodation as opposed to a support for all.

16 Students who require American Sign Language (ASL) Video of the full text of the assessment will not require Closed Captioning as the ASL form does not have embedded video.

17 **Note:** There may be unintended consequences related to the use of this accommodation for some students. Review the adjacent Administration Guidelines carefully. PARCC will conduct additional research to provide PARCC states with data to substantiate the need for providing this level of access to a small number of students.

	Accommodation	Administration Guidelines

3k	• **Human Reader/ Human Signer[13]** (*SR/PNP Reference CH*)	For text-to-speech and ASL Video, proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
		
		• Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy (ELA/L) Assessments to inform their decision-making.
		
		• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer). **Note:** A Human Reader Script is not provided for ELA/literacy.
		
		• Test Administrator Training: Test Administrators providing this accommodation must review:
		    o Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
		    o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.
		    o Appendix I: PARCC ELA Audio Guidelines.
		    o Appendix L: Human Signer Guidelines (signers only).
		    o Appendix M: PARCC Assessments for Students with Visual Impairments, Including Blindness.
		    o Refer to the Text-to-Speech Tutorial on parcc.pearson.com for training on functionality.
		    o ELA has Text Plus Graphics only - Reads all printed text and the hidden alternate text descriptions for images.
		• **Note:** Check your state policy in **Appendix C** of the *Test Coordinator Manual* to see if there are additional requirements for the use of these accommodations.
		
		During Testing: A student receives an audio representation of the ELA/literacy assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference Appendix I: PARCC ELA Audio Guidelines. **Note:** If headphones are *not* used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting.
		
		Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA/literacy assessments.

Accommodation	Administration Guidelines
	If all guidelines are NOT met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on a PARCC English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts/literacy (ELA/L) assessment.) In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • Blindness or a visual impairment and has not learned (or is unable to use) braille; OR • A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether: • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding). PARCC states will collect data on the frequency of their use for the purpose of carefully monitoring and determining appropriate decision-making.

Accommodation	Administration Guidelines
3l **American Sign Language (ASL) Video for the Mathematics Assessments** *(SR/PNP Reference BJ)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form.[13] Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. If a student does not use ASL, a human interpreter and separate test setting will be required. • Student Training: It is highly recommended that students review the American Sign Language Math Dictionary prior to testing. This video is available at parcc.pearson.com/manuals/. • Test Administrator Training: Human signers should refer to the online PARCC American Sign Language Math Video Glossary for guidance on how to deliver mathematics symbols and terms. This video is available at parcc.pearson.com/manuals/. **During Testing:** The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.

3m **Human Signer for Test Directions** *(No ASL video option)*
 	
(SR/PNP Reference BS)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected.
	• Test Administrator Training: Human Signers must review:
	    o Test Administrator Scripts included in the *Test Administrator Manuals.*
	    o Appendix L: Human Signer Guidelines (signers only).
	
	During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

Table 4 provides a list of RESPONSE ACCOMMODATIONS for students with disabilities that allow a student to respond to test items using different formats. The table outlines the activities needed before, during, and after testing to administer the response accommodations appropriately. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "before testing" guidance and the corresponding column in the SR/PNP file is also provided.

Table 4: Response Accommodations for Students with Disabilities

SECTION 3

	Accommodation	Administration Guidelines
4a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BL, BW, BX, and BY)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have assistive technology selected. • Testing: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the PARCC assessments with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at https://parcc.pearson.com/technology-setup/. Note that PARCC assessments are designed to be Web Content Accessibility Guidelines (WCAG) compliant. **During Testing:** Students may use a range of assistive technologies on the PARCC assessments, including devices that are compatible with the PARCC online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: http://www.pearsononlinetesting.com/TestNav/PARCC-AT/. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded.
4b	**Braille Note-taker** *(SR/PNP Reference BU)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille note-taker selected. **During Testing:** A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav. **After Testing:** • Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

SECTION 3

Accommodation	Administration Guidelines
4c **Braille Writer** *(SR/PNP Reference BU)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille writer selected. **During Testing:** A student who is blind or has a visual impairment may use a braille writer. For PARCC assessments, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav. **After Testing:** • Student responses generated using a braille writer must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribed either by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

4d **Calculation Device** *(on Calculator Sections of Mathematics Assessments)*
 	
 (SR/PNP Reference is not applicable)
	Before Testing:
	 • Materials:
	     ○ Allowable calculators for the calculator accommodation on calculator sections include:
	        ▪ Grades 3-5: Four-function with square root and percentage functions.
	        ▪ Grades 6-7: Four-function with square root and percentage functions.
	        ▪ Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).
	        ▪ High School: Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions).
	
	 During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the CALCULATOR SECTION of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

Accommodation	Administration Guidelines

4e **Calculation Device and Mathematics Tools** *(on <u>Non-Calculator Sections</u> of Mathematics Assessments)* *(SR/PNP Reference BV)*	**Before Testing:**
	• <u>Purpose</u>: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that *severely limits or prevents* their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives.
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Calculation Device and Mathematics Tools on non-calculator sections selected. Manipulatives may require state assessment office approval, depending on state policies.
	• <u>Materials</u>:
	  o Hand-held calculator.
	  o Allowable calculators for the calculator accommodation on non-calculator sections:
	    ▪ <u>Grades 3-5</u>: Four-function with square root and percentage functions.
	    ▪ <u>Grades 6-7</u>: Four-function with square root and percentage functions.
	    ▪ <u>Grade 8</u>: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).
	    ▪ <u>High School</u>: Graphing calculators with functionalities consistent with TI-84 or similar models. (Student may also bring a scientific calculator or a four-function with square root and percentage functions).
	  o Allowable mathematics tools include:
	    ▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
	    ▪ Two-color chips (e.g., single-sided or double-sided).
	    ▪ Counters and counting chips.
	    ▪ Square tiles.
	    ▪ Base 10 blocks.
	    ▪ 100s chart.
	  o A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded PARCC ruler is designed in 18 point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.

Accommodation	Administration Guidelines
	During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the NON-CALCULATOR SECTIONS of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given Calculation Device and Mathematics Tools without proper documentation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the mathematics assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A disability that *severely limits or prevents* the student's ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether: • The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction. • The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments. • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency. For a student who receives this accommodation, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

Accommodation	Administration Guidelines

4f 4g 4h 4i
 	
ELA/Literacy Selected Response Options[18]
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BX)
 	
4j 4k 4l 4m
 	
Mathematics Response Options
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BY)
	Before Testing:
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected.
	• <u>Materials</u>: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software.
	• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review:
	    ○ <u>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</u>.
	    ○ <u>Appendix L: Human Signing Guidelines</u> (signers only).
	• **Note:** Check your state policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy.
	Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work.
	• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.
	• Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: https://parcc.pearson.com/technology-setup/.
	
	During Testing: 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. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or an external third party device (responses must be transcribed).**
	
	After Testing:
	• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored.

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18 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts/literacy (ELA/L) assessments.

Accommodation	Administration Guidelines
	• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

4n
4o
4p
4q
 	
ELA/Literacy Constructed Response Options[19]
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BW)
	Before Testing:
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected.
	• If you plan to use a Chromebook or iPad as a third-party external assistive technology device, contact your state for additional guidance.
	• <u>Materials</u>: External device provided by the student, if needed.
	• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review:
	   ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
	   ○ Appendix L: Human Signing Guidelines (signers only).
	• **Note:** Check your state policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy.
	
	Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work.
	• Assistive technology, including speech-to-text softwware, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.
	• Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: https://parcc.pearson.com/technology-setup/.
	
	During Testing: 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. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or an external third party device (responses must be transcribed).**

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19 This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

Accommodation	Administration Guidelines
	After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive these accommodations:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are NOT met, and the student is given the Human Scribe accommodation on a PARCC English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts/ literacy (ELA/L) assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A physical disability that *severely limits or prevents* the student's motor process of writing through keyboarding; OR • 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. Before listing the accommodation in the student's IEP or 504 plan, teams/ coordinators should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.
4r **Monitor Test Response** *(SR/PNP Reference BZ)*	**During Testing:** The Test Administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally skip a question. The Test Administrator CANNOT assist the student in any way with respect to the content of the item.

	Accommodation	Administration Guidelines
4s	**Word Prediction External Device on the ELA/Literacy Assessment** *(SR/PNP Reference CA)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Word Prediction selected. • <u>Materials</u>: External Word Prediction Device. **Note:** If a student is using an allowable 3rd party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • Assistive technology should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: https://parcc.pearson.com/technology-setup/. **During Testing:** The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. **After Testing:** • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses submitted in TestNav will be scored. **Note:** If the student is writing his/her responses directly into TestNav through the external software for word prediction, then transcribing is not necessary. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

Accommodation	Administration Guidelines
	• A physical disability that *severely limits or prevents* the student from writing or keyboarding responses; OR • A disability that *severely limits or prevents* the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

Table 5 describes the TIMING AND SCHEDULING ACCOMMODATION for students with disabilities that is intended to increase the allowable time in which to complete an assessment. The table outlines the activities needed before, during, and after testing necessary to successfully administer the assessments with this accommodation. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "before testing" guidance and the corresponding column in the SR/PNP file is also provided.

Table 5: Timing and Scheduling Accommodation for Students with Disabilities

	Accommodation	Administration Guidelines
5a	**Extended Time** *(SR/PNP Reference CK)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amount of time a student receives should be indicated in the student's IEP or 504 plan. The student does not need to take the full day if it is not needed. • Test Administrator Training: Test Administrators providing this accommodation must review: o Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.

Accommodations for English Learners[10]

Table 6 lists the accommodations on PARCC assessments that are available to ELs, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English Language Proficiency (ELP) level of the student. See Section 4 for how ELP is determined.

Table 6: Guidance on Selection of Accommodations for English Learners on PARCC Assessments[20]

KEY for Table 6:
- ● Highly recommended for use by ELs at this ELP level
- ◉ Recommended for use by ELs at this ELP level
- ○ May not be appropriate for students at this ELP level

Accommodations	Most likely to benefit ELs at this ELP Level		
	Beginning	**Intermediate**	**Advanced**
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	◉	●	●
Mathematics Response Speech-to-Text **Mathematics Response Human Scribe**	●	◉	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator)	●	◉	○
General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator)	●	◉	○
Online Transadaptation of the Mathematics Assessment in Spanish	●	◉	○
Paper-Based Edition of the Mathematics Assessment in Spanish	●	◉	○
Large Print Edition of the Mathematics Assessment in Spanish	●	◉	○
Text-to-Speech for the Mathematics Assessments in Spanish **Human Reader for the Mathematics Assessments in Spanish**	●	◉	○

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20 Differing laws, regulations, and policies exist among PARCC states as to whether they will allow, require, or prohibit transadaptations of state assessments. States may choose to procure transadaptations of the mathematics assessments into languages other than Spanish as needed. PARCC will continue to explore the addition of bilingual test forms in the future.

Table 7 provides a list of ACCOMMODATIONS for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately. Accommodations for ELs must be pre-selected for the student in the SR/PNP. This information is included in the "before testing" guidance and the corresponding column in the SR/PNP file is also provided.

Table 7: Accommodations for English Learners on PARCC Assessments

Accommodation		Administration Guidelines
7a	**Extended time** *(SR/PNP Reference CK)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. • Test Administrator Training: Test Administrators providing this accommodation must review: ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.
7b	**Word-to-Word Dictionary** *(English/ Native Language)* *(SR/PNP Reference CF)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have word-to-word dictionary selected. • Materials: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. **During Testing:** The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed. A sample list of approved bilingual word-to-word dictionaries is available at: http://www.doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf.

Accommodation	Administration Guidelines
Mathematics Response 7c 7d • **Speech-to-Text** • **Human Scribe/ Human Signer** *(SR/PNP Reference CD)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text or Human Scribe selected. • Materials: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software. • Test Administrator Training: Test Administrators providing the scribe accommodation must review: ○ [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). **Note:** If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: https://parcc.pearson.com/technology-setup/. **During Testing:** A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. **Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or an external third party device (responses must be transcribed).** **After Testing:** • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting and shredding all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices.

Accommodation	Administration Guidelines

7e **General Administration Directions Read Aloud and Repeated in Student's Native Language** *(by Test Administrator)*
 	
(SR/PNP Reference CC)
	Before Testing:
	● Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Read Aloud and Repeated in Student's Native Language selected.
	● Materials:
	   ○ For 2017-2018, PARCC will provide written general test administration directions in the following languages:
	      ▪ Spanish
	      ▪ Arabic
	      ▪ Navajo
	      ▪ Chinese Mandarin
	      ▪ Vietnamese
	      ▪ Portuguese
	      ▪ Polish
	      ▪ Haitian Creole
	      ▪ Urdu
	      ▪ Russian
	   ○ If written general test administration directions are not available in the student's native language, a local translator fluent both in English and the student's native language may translate and read the directions in the language of the student.
	
	● Test Administrator Training: Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language; or may collaborate with a local translator, if available.
	
	During Testing: The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.

7f **General Administration Directions Clarified in Student's Native Language** *(by Test Administrator)* *(SR/PNP Reference CB)*	**Before Testing:** ● Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected. ● Test Administrator Training: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. **During Testing:** The Test Administrator clarifies general administration directions only in the student's native language. Test Administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student's native language; or Test Administrator may be assisted by a translator who speaks the language of the student, if available.

Accommodation		Administration Guidelines
7g	**Online Transadaptation of the Mathematics Assessment in Spanish** *(SR/PNP Reference CE)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Online Transadaptation in Spanish selected. Once a student is placed into a test session, the student will be assigned an online form in Spanish. • <u>Test Administer Training</u>: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. **During Testing:** A student takes the online mathematics assessment with content presented in Spanish, IF ALLOWED BY STATE POLICY. **Note:** If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

7h	**Paper-Based Edition of the Mathematics Assessment in Spanish**
	
	(SR/PNP Reference CE)
		Before Testing:
		• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Paper-Based Edition in Spanish selected.
		• <u>Materials</u>: Paper-Based Edition of the Mathematics Assessment in Spanish. Based on individual state policy, the mathematics assessment may be translated into additional languages.
		• <u>Test Administrator Training</u>: For ELs, and ELs with disabilities, administrators must review the following:
		   ○ [Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments](#).
		   ○ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.
		
		During Testing: The student takes a paper-based mathematics assessment with content presented in Spanish (or other native language as requested), IF ALLOWED BY STATE POLICY.
		
		Note: If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Accommodation	Administration Guidelines

7i   **Large Print Edition of the Mathematics Assessment in Spanish**[12]
 	
(SR/PNP Reference BP and CE)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.
	• Test Administrator Training: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. Test Administrators of students with visual impairments must review:
	    ○ Appendix M: PARCC Assessments for Students with Visual Impairment, Including Blindness.
	    ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.
	
	During Testing: A large print paper-based form of the mathematics assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability, IF ALLOWED BY STATE POLICY. The font size for the PARCC large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets. Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
	
	After Testing:
	• Responses must be transcribed verbatim in Spanish by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.
	• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
	
	Note: If the student is also receiving a human reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Accommodation	Administration Guidelines

7j **Text-to-Speech for the Mathematics Assessments in Spanish** *(SR/PNP Reference CG)*	**Before Testing:**
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Text-to-Speech in Spanish selected. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech on the online Spanish form. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. The volume level must be determined prior to testing. Once testing begins, the volume cannot be changed. Student must be tested in a separate setting if unable to wear headphones.
	• <u>Test Administrator Training</u>:
	   o Refer to the Text-to-Speech Tutorial on parcc.pearson.com for training on functionality.
	   o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.
	• <u>Differences Between Text Only and Text Plus Graphics</u>:
	   o Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.
	   o Text Only - Reads printed text but does not read any alternate text descriptions for images.
	
	During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software, IF ALLOWED BY STATE POLICY. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. Student must be tested in a separate setting if unable to wear headphones.

7k **Human Reader for the Mathematics Assessments in Spanish** *(or other languages)* *(SR/PNP Reference CE and CH)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Human Reader in Spanish (or other languages) selected. o A student must be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. Refer to the "Managing Test Sessions and Student Classes" guidance on Avocet for instructions for manually creating Human Reader test sessions. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. **Important:** Failure to manually place the students in a Human Reader session will result in the student receiving a form that differs from the form needed to provide the accessibility feature.

Accommodation	Administration Guidelines

	○ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script.
	 • Materials: Mathematics Human Reader Script in Spanish
	 • Test Administrator Training: Human Readers providing this accommodation must review:
	    ○ The Mathematics Human Reader Script in Spanish at least two full school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT.
	    ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.
	    ○ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.
	
	 During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in a separate setting, and the Test Administrator must provide the read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish). Students may be tested in an individual or small group setting. The number of students in a small group is determined by individual states.
	
	 After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the nonscorable materials.
	
	 Note: If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities

Including All Students in State Assessments

English Learners
Federal law requires that students not be excluded from assessments with the intention of holding schools accountable for the academic performance of all students, with a narrow exception granted to ELs in their first year of instruction in a U.S. school (see above). ELs in PARCC states may not be excluded from PARCC summative assessments in ELA/literacy (with the exception of ELs in their first year in a U.S. school) and mathematics assessments. ELs whose parents have waived services may not be excluded from state assessments and are still eligible to receive accommodations allowed to ELs on PARCC assessments.

Students with Disabilities
The ESEA and IDEA require that all students with disabilities be administered state assessments, either with or without accommodations, or through an alternate assessment. The results of those assessments are intended to hold schools accountable for the academic performance of all students. It is important that IEP teams and 504 Plan Coordinators actively engage in a planning process that includes:

- Participation of all students in the PARCC assessments at the grade level or course in which they are enrolled;
- Assurance of the provision of appropriate accommodations to facilitate student access to instruction and assessments based on grade-level or course standards; and
- Use of alternate assessments based on the content standards, where necessary to assess the academic performance of students with the most significant cognitive disabilities.

Equal Access to Grade-Level Content
The CCSS are educational targets for students to learn at each grade level or course. Teachers should regularly ensure that students are working toward grade-level learning standards by using instructional strategies that are appropriate for each student based on individual needs, strengths, and challenges. Providing appropriate accommodations during instruction and assessments is likely to promote equal access to grade-level and course content.

To accomplish the goal of equal access, educators (including general educators, special educators, educators specializing in English language acquisition, other members of IEP teams, 504 Plan Coordinators, and EL teams, if applicable) should:

- Be familiar with the CCSS and the accountability system, including applicable assessments, at the state and district level;
- Be familiar with the PARCC assessment administration procedures and the *PARCC Accessibility Features and Accommodations Manual*; and
- Collaborate regularly to maximize and ensure the student's access to grade-level or course standards.

All students must have access to grade-level or course academic learning standards. Most of these students will be able to achieve these standards when the following three conditions are met:

1. Classroom instruction is provided by teachers who are qualified to teach the CCSS and who know how to differentiate instruction and provide educationally appropriate instruction for diverse learners;
2. IEPs and 504 plans for students with disabilities, and EL plans for ELs, where appropriate, are developed to ensure the provision of equal access to the general curriculum and state- and district-wide assessments; and
3. Appropriate accessibility features and/or accommodations are determined and provided to help students access grade-level or course content.

The Common Core State Standards can be accessed here: http://www.corestandards.org.

The PARCC Model Content Frameworkds can be access here: http://parcc-assessment.org/resources/educator-resources/model-content-frameworks.

Step 1: Expect All Students to Achieve Academic Grade-Level and Course Content Standards
In accordance with the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Improvement Act of 2004 (IDEA), PARCC expects that all students in PARCC states who are not taking an alternate assessment will participate in the PARCC assessments. The PARCC assessment system sets and maintains high expectations that all students will have access to the full range of grade- level and course content standards.

Several laws require the participation of students with disabilities and ELs in standards-based instruction and assessment. Refer to Appendix K: Legal Background for additional information.

Step 2: Learn About Accessibility Features and Accommodations
It is critical that educational teams learn about accessibility features and accommodations that provide increased access for students or reduce or eliminate the effects of a student's disability, or EL status, and provide equitable access to grade-level or course content for diverse learners. For information on which accessibility features and accommodations are available on the PARCC assessments, refer to Sections 2 and 3 of this manual.

Modifications for PARCC Assessments
Modifications, as contrasted with accessibility features and accommodations, involve changes in the PARCC assessment or in the conditions in which a student takes the assessment that would result in unacceptable changes in what the assessment is designed to measure (e.g., reducing or changing expectations for students), or provide an unfair advantage to a student. Therefore, modifications are not permitted on the PARCC assessments.

Examples of modifications that would result in invalidated results on PARCC include:
- Allowing a student to be assessed off grade-level;
- Instructing a student to skip selected items, reducing the scope of assessments, so a student completes only a limited number of problems or items;
- Modifying the complexity of assessments to make them easier (e.g., deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues, or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment, or explaining assessment items;
- Allowing the student to complete an assessment of English language arts/literacy (ELA/L) in a language other than English; and
- Using a bilingual dictionary that provides definitions (rather than an acceptable word-to-word dual-language dictionary).

Providing a student with modifications during a PARCC assessment may constitute a test irregularity and will result in an invalidated score (i.e., the score will not be counted) and/or an investigation by the state into the school's or district's testing practices. Moreover, providing modifications to students during statewide assessments may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the student throughout his or her educational career.

Step 3: Select Accessibility Features and Accommodations for Individual Students
The team or group responsible for selecting accessibility features for all students, and accommodations for ELs and/or students with disabilities should:
- Discuss which accessibility features and accommodations might assist a student during daily instruction in the classroom;
- Determine which accessibility features and accommodations to "try out" with the student during instruction in each content area;
- Document and evaluate the effectiveness of the accessibility features and accommodations used over time;
- Adjust the use of accessibility features and accommodations as needed for the future; and
- Based on the effectiveness of the supports used in the classroom, determine which accessibility features and accommodations should also be used on PARCC assessments, and whether they are allowed.

In selecting appropriate accessibility features and accommodations for PARCC assessments, it is important that educators be aware of the following:
- Accessibility features and accommodations should be considered and discussed separately for each PARCC content-area assessment.
- Students should receive the accessibility features and accommodation they need to participate in the assessment, but should not receive more accessibility features and accommodations than are necessary to participate meaningfully.
- Accessibility features and accommodations are intended to increase a student's access to the assessment but will not compensate for a student's lack of academic/content knowledge and skills.
- Students need opportunities beforehand to try out accessibility features and accommodations and learn which are most helpful in classroom instruction, as well as on large-scale assessments.
- The more input students have in selecting their accessibility features and accommodations, the more likely the accessibility features and/or accommodations will be used.
- Accommodations that provide access to students on assessments should be based on their needs as students with disabilities or ELs not their lack of content knowledge or skills.
- Teams should be careful to avoid selecting accessibility features and accommodations using a "kitchen-sink" approach that provides the student with unnecessary or mutually-contradictory accommodations in an attempt to provide every possible advantage on the assessment. This approach could make accessing the test more difficult and confusing for the student.

The Decision-Making Process

Figure 1 shows considerations for selecting PARCC assessment accommodations for students with disabilities, ELs, and ELs with disabilities. This process could be replicated for selecting accessibility features. The decision-making process should include consideration of at least the following three factors:

> **Factor 1:** Student characteristics and learning needs (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and assessments).
>
> **Factor 2:** Individual assessment characteristics (i.e., knowledge about what tasks are required on PARCC assessments and ways to remove physical and other barriers to students' ability to perform those tasks).
>
> **Factor 3:** PARCC accessibility features and accommodations policies that maintain the validity of assessment results.

Figure 1: Considerations When Making Decisions for Assessment Accommodations

Student Characteristics

What are the characteristics of the student?

What accommodations does the student regularly use in the classroom for instruction and assessment?

Has the student indicated preference in using the accommodation? What input have teachers or parent/guardians had?

Individual Test Characteristics

What tasks are required of the student? What is the test designed to measure? Are there barriers for the student in doing those tasks?

Are there accommodations already being used in classroom assessments that match the accommodations needed to remove those barriers on the State test? Are there consequences for using the accommodation?

Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers to the test?

PARCC Accommodation Policy

Maintaining validity of assessment

Is the accommodation allowed for the test or portion of the test noted as a barrier?

Are there consequences for using the accommodation?

Review whether the accommodation changes the target of the assessment?

Decision-Making Process – Factor #1: Student Characteristics and Learning Needs

Figure 2 shows the process of how student characteristics and access needs impact the selection of accessibility features and accommodations. Accessibility features and accommodations should remove barriers to learning.

Figure 2: Student Characteristics and Learning Needs
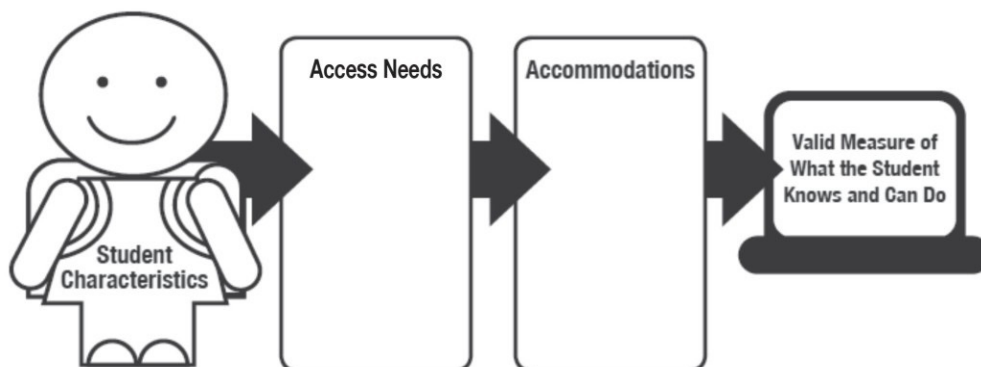
Decision-Making Process – Factor #2: Individual Test Characteristics

It is important to examine the tasks students are being asked to do on the PARCC assessments by asking the following questions:

- What are the characteristics of the assessment and what will the tasks and items look like?
- Are the assessment tasks similar to classroom assessment tasks, and does the student have the opportunity to practice similar tasks prior to testing?
- Does the student use an accessibility feature and/or accommodation for a classroom task that is allowed for similar tasks on the PARCC assessments?
- Do other barriers exist that could be removed by using accessibility features and/or accommodations that are not already offered or used by the student?

Decision-Making Process – Factor #3: PARCC Accessibility Features and Accommodations Policies That Maintain the Validity of Assessment Results

It will be important for educators, parents, and teams selecting accommodations for the PARCC assessments to review the test security, test administration, and test accommodation policies in order to determine whether the accommodation is allowed on the PARCC assessment(s), and if there will be any consequences for the school, district, or student if the accommodation is used. For example, if certain instructional accommodations are used for testing, the validity of assessment results may be compromised if the accommodation involves modifying the assessment, giving assistance to the student to respond to questions during testing, or providing an accommodation that gives the student an unfair advantage on all or part of the assessment. Assessment policies must be reviewed thoroughly before accommodations are selected for the assessments, and any discrepancies between instructional and assessment accommodations should be communicated to the parent and the educators working with the student.

Questions to Guide Accessibility Feature and Accommodation Selection for Students with Disabilities

Teams should use these questions to guide the selection of appropriate accessibility features and accommodations for students with disabilities:

- What are the student's learning strengths and challenges, and are these based on language needs, a disability, or both?
- How do the student's learning and/or language needs affect the achievement of grade-level or

course content CCSS?

- What specialized instruction, if any (e.g., learning strategies, organizational skills, reading skills) is required by the student to achieve grade-level or course content CCSS?
- Which accessibility features and/or accommodations are regularly used by the student during instruction and assessments?
- Which new accessibility features and/or accommodations, if any, would increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effects of the student's disability?
- Should an existing accessibility feature and/or accommodation be implemented differently?
- What were the outcomes when accessibility features and/or accommodations were used and when they were not used during classroom assignments and on assessments?
- What is the student's perception of how well an accessibility feature and/or accommodation "works"?
- What difficulties did the student experience when using accessibility features and/or accommodations?
- What are the perceptions of parents, teachers, and specialists about the effectiveness of the accessibility feature and/or accommodation?
- Should the student continue to use an accessibility feature and/or accommodation "as is," are changes needed, or should use be discontinued?

The following should also be considered in the selection of accessibility features and/or accommodations:

- Whether the accessibility feature and/or accommodation is respectful of a student's age and grade (e.g., older students may prefer accessibility features and/or accommodations provided through use of technology, rather than those administered by an adult);
- Student's willingness to learn to use the accessibility feature and/or accommodation;
- Explicit instruction in how to use the accessibility feature and/or accommodation in classroom and testing settings; and
- The conditions for use of the accessibility feature and/or accommodation on PARCC assessments.

Individuals Involved in Selecting Accessibility Features and Accommodations for Students with Disabilities

Effective decision-making on how a student will participate in the PARCC assessments, including the provision of appropriate accessibility features and accommodations, begins with gathering and reviewing information about the student's disability, present level of academic achievement, and functional performance in relation to the CCSS. This process is best accomplished by a team of people who know the student best. The team should include individuals who can present information to the discussions about providing the student equal learning opportunities, and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

Test accessibility features and accommodations should not be assigned broadly to all students with the same disability. Accessibility features and accommodations should be selected based on the student's learning preferences, previous record of success using the accessibility feature or accommodation, disability-related needs, and level of the student's comfort using the accessibility feature or accommodation in question. The selected accessibility features and accommodations must be listed in the student's IEP or 504 plan and consistently provided in the classroom in order to obtain useful feedback on their effectiveness. Providing accessibility features and accommodations that the student does not need may actually adversely impact his or her performance on the test and interfere with

the test's ability to measure the student's achievement. IEP teams and 504 Plan Coordinators should consider whether the recommended accessibility feature(s) and/or accommodation(s):

- Are necessary to access the test items;
- Have been useful to other students with similar profiles; and
- Will negatively affect the integrity, validity, and security of the assessment.

All IEP team members/504 Plan Coordinators, and other key individuals should provide information and perspectives for the entire team to consider during team meetings regarding the selection, implementation, and evaluation of appropriate accessibility features and accommodations.

Students
Students can provide valuable information to the IEP team or 504 Plan Coordinator on their strengths and areas of challenge, the effectiveness of the accessibility features and accommodations they use, and their degree of comfort in using them. This information can greatly assist team decision-making regarding which accessibility features and/or accommodations to recommend. Including students in the decision-making process will enhance their self-advocacy, their understanding of the need for the accessibility feature and/or accommodation, and may result in an increased willingness to use the accessibility feature and/or accommodation consistently. Students can also signal when they are outgrowing the need for an accessibility feature and/or accommodation.

School Administrator (Principal/Assistant Principal)
The School Administrator promotes the expectation that students with disabilities are capable learners who can and will achieve at high levels in all local, state, and PARCC assessments if they are included in high-quality standards-based instruction. The principal is responsible for:

- Implementing the district's policies that provide equal access to instructional and assessment programs for all students;
- Ensuring that assessment accessibility features and/or accommodations are fully, consistently, and appropriately implemented during the administration of PARCC assessments, as specified in each student's IEP or 504 plan; and
- Exercising leadership and discretion in resolving circumstances in which last-minute changes occur in a student's status. For example, if a student no longer is eligible for special education services, changes in accessibility features and/or accommodations for the assessment may be needed.

Principals should be familiar with the policies and procedures outlined in the *Test Administrator Manuals and the PARCC Accessibility Features and Accommodations Manual.*

General Educator (Content Area Teacher)
General education teachers are important team members who should be familiar with and knowledgeable of the accessibility features and/or accommodations required by each student, and how to administer them appropriately.

The general education teacher plays an active and significant role in the determination and use of instructional and assessment accessibility features and accommodations for students with disabilities. General educators are familiar with curriculum content and the purposes of the PARCC assessments. In collaboration with special education teachers, general educators provide appropriate instructional and assessment accessibility features and/or accommodations to ensure that students with disabilities have full access to grade-level and/or course content that is available to their nondisabled peers. The results of the assessments, in turn, can provide teachers with information that will support individual students in achieving the CCSS.

Special Educator

The special education teacher plays an important role in providing information on how to match the learning characteristics of students to the appropriate instructional and assessment accessibility features and/or accommodations, ensuring that the student is able to demonstrate his or her knowledge and skills without barriers or restrictions due to his or her disability.

Related Service Providers

Related service providers, such as speech-language pathologists, school psychologists, physical therapists, and occupational therapists, serve essential roles in supporting the education of students with disabilities in school environments. As members of IEP teams (and 504 Plan Coordinator discussions, as appropriate), related service providers can lend their unique expertise and perspectives to discuss how to improve learning and assessment opportunities for students with disabilities.

Parents/Guardians

Students who use accessibility features and/or accommodations will often need them at home, in the community, and as they get older, in postsecondary education and at work. Parents are familiar with the strengths and needs of their children and can provide valuable information to enhance discussions about the appropriateness of selected instructional and assessment accessibility features and/or accommodations. Parents also have information and perspectives on the strategies their child uses routinely to complete homework assignments and other tasks around the home. To enable parents to participate in meaningful discussions, it is important that they receive information in a language that is accessible to them about the:

- Need and rationale for assessment accessibility features and/or accommodations;
- Types of available assessment accessibility features and accommodations and how assessments will be administered; and
- Purpose of assessments, what they measure, and how the results will be used.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good IEP team practices. With information obtained from the required summary of the student's "present levels of academic achievement and functional performance," the decision of identifying and documenting accommodations is a fairly straightforward process. The term "present levels of achievement and functional performance" refers to a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum— the same curriculum as nondisabled children" [20 USC § 1414(d)(1)(A)(i)(I)].

There are three areas in which accommodations can potentially be addressed in the IEP:

1. "Participation in Assessments" [20 USC § 1412(a)(16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in state and district assessments.
2. "Consideration of Special Factors" [20 USC § 1414(d)(3)(B)]. This is where communication and assistive technology supports are considered.
3. "Supplementary Aids and Services" [20 USC §1401(33) and 20 USC §1414(d)(1)(A)(i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

Documenting Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973, specifies that no otherwise qualified person with a disability shall, solely by reason of his or her disability, be excluded from participating in federally-funded programs or activities, including elementary, secondary, or postsecondary schooling. "Disability" in this context refers to a "physical, sensory, or mental impairment, which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the accommodations that will be needed for these students to have an opportunity to *access the test* to the same extent as his/her nondisabled peers, and might include such things as wheelchair ramps, blood sugar monitoring, interpreting/transliteration services, preferential seating, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

Each student who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 plan developed for him/her to use in school. The plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to meet the student's needs, and the person(s) responsible for implementing the accommodations. It is recommended that accommodations be listed separately in the 504 plan for instruction and for assessments, since they may differ or be allowed for one and not the other.

Individuals Involved in Selecting Accessibility Features and Accommodations for ELs

Determining appropriate linguistic support for ELs during classroom instruction and on assessments is facilitated by gathering and reviewing information about the student and the student's level of performance in relation to district and state academic standards and current English language proficiency level. The process of determining the amount and types of instructional and assessment supports involves attempts by members of the educational team to remove barriers and "level the playing field" for the student so that he or she can participate in the general education curriculum and assessments.

Decisions about assessment accessibility features and accommodations for ELs should be made by a group of individuals familiar with the student who can identify the appropriate accessibility features and accommodations for each EL. In some states, this is called an "EL team;" in other states, it will be an informal group of educators familiar with the student who makes decisions. In either case, the educators working with the student should document the accessibility features and/or accommodations made available to the student.

Individuals involved in the decision-making process may include any of the following:

Students

Students can provide valuable information on their strengths and areas of challenge based on linguistic needs, the effectiveness of the accessibility features and/or accommodations they use, if any, and their degree of comfort in using them. This information can greatly assist decision-making regarding which accessibility features and/or accommodations to recommend. Including students in decision-making will enhance their self-advocacy, their understanding of the need for the accessibility feature and/or accommodation, and may result in an increased willingness to use the accessibility feature and/or accommodation consistently. Students can also signal when they are outgrowing the need for an accessibility feature and/or accommodation due to their maturation or increased language proficiency.

ESL/Bilingual Educator

The ESL/bilingual educator can apply his or her knowledge of language acquisition with familiarity with the individual student's linguistic needs to devise strategies and supports that facilitate learning the English language during instruction and provide accessibility during assessment.

School Administrator (Principal/Assistant Principal)

The School Administrator promotes the expectation that ELs can and will achieve at high levels in all local, state, and PARCC assessments if they are included in high-quality standards-based instruction. The principal is responsible for:

- Implementing the district's policies that provide equal access to instructional and assessment programs and resources for all students;
- Ensuring that assessment accessibility features and accommodations are fully, consistently, and appropriately implemented during the administration of PARCC assessments; and
- Exercising leadership and discretion in resolving circumstances in which last-minute changes for assessment are needed. For example, allowing a student to be tested in a separate setting apart from other students.

General Educator (Content Area Teacher)

General education teachers are important team members who should be familiar with and knowledgeable of the linguistic accommodations required by each student, and how to administer them appropriately. They are familiar with curriculum content and the purposes of the PARCC assessments. In collaboration with ESL/bilingual teachers (and special education teachers, if appropriate), general educators provide appropriate instructional and assessment accessibility features and accommodations to ensure that ELs have full access to the programs and services that are available to their native English speaking peers. The results of the assessments, in turn, can provide teachers with information that will support individual students in achieving the CCSS.

Special Educator

If the EL student has a disability, the special education teacher plays an important role in providing information on how to match the learning characteristics of the student to the appropriate instructional and assessment accessibility features and/or accommodations, ensuring that the student is able to demonstrate his or her knowledge and skills without barriers or restrictions due to his or her disability.

Parents/Guardians

Students who use accessibility features and/or accommodations will often need them at home, in the community, and as they get older, in postsecondary education and at work. Parents are familiar with the strengths and needs of their children and can provide valuable information to enhance discussions about the appropriateness of selected instructional and assessment accessibility features and/or accommodations. Parents also have information and perspectives on the strategies their child uses routinely to complete homework assignments and other tasks around the home. To enable parents to participate in meaningful discussions, it is important that they receive information about the:

- Need and rationale for assessment accessibility features and/or accommodations;
- Types of available assessment accessibility features and/or accommodations and how assessments will be administered; and
- Purpose of assessments, what they measure, and how the results will be used.

Educators responsible for selecting accessibility features and accommodations for ELs can use the guidance found in this section to make appropriate decisions on assigning accessibility features and accommodations to ELs in the SR/PNP. To be effective, accommodations must address the unique linguistic needs of the students for whom they are provided and should assist the student in overcoming

the language barriers that prevent him or her from learning in the classroom and accessing the content of the PARCC assessments. Educators should also review and select appropriate accessibility features available for ELs on the computer-based PARCC assessments and design a SR/PNP for the student.

Decision-making teams are encouraged to determine and assign accessibility features and accommodations to ELs as early as possible in the school year to ensure that the student is familiar with their use. Accessibility features and accommodations should be evaluated over time for their effectiveness. The student should not be introduced to an accessibility feature and/or accommodation on the day of the assessment.

Guidelines for Selecting Appropriate Accessibility Features and Accommodations for ELs
Because EL status itself is transitional in nature, there are accessibility features and accommodations specific to ELs that provide different degrees and types of linguistic support to ELs as they progress through levels of English language proficiency. Appropriate accessibility features and accommodations enable ELs to more effectively demonstrate their knowledge of the content.

The following process can be used to select accessibility features and accommodations for ELs:

1. The classroom teacher examines the types of support that help a student access the curriculum, and tries them out to determine whether they meet the student's needs: Does the accessibility feature and/or accommodation help the student overcome the barrier posed by his/her developing English language proficiency? Is the student comfortable using the accessibility features and/or accommodation?

   The student's teacher should observe the student in the classroom (or range of classrooms/ school settings) using the accessibility feature(s) and/or accommodation(s) and inform members of the team of educators as to which accessibility features and/or accommodations are most appropriate and effective.

2. The teacher should document and provide information on a student's use of linguistic accommodations during classroom instruction and assessment.

3. Once classroom information and data are compiled about the student's background, instructional needs, and use of the accessibility features and/or accommodation(s), the educators selecting accessibility features and/or accommodations for the EL can help the classroom teacher and student evaluate whether to continue using the accessibility feature(s) and/or accommodation and/or suggest additional accessibility feature(s) and/or accommodations, supports, or approaches that may be effective for use with the student.

   Based on the accessibility feature(s) and/or accommodations used successfully in the classroom, and the list of Allowable Accommodations for ELs on PARCC assessments (Table 6), educators can select appropriate accessibility features and/or accommodations for use on the PARCC assessments.

   These considerations should also be used to match each EL's unique linguistic needs with PARCC EL accessibility features and/or accommodations:

> [!NOTE]
> **When selecting accessibility features and/or accommodations for ELs, consider the student's:**
> 1. **Level of English language proficiency (ELP) on the state ELP test**
>   - Beginning, Intermediate, or Advanced
> 2. **Literacy development in English and/or the native language**
>   - Native language literacy
>   - Interrupted schooling/literacy background
> 3. **Background factors that impact effective accommodations use**
>   - Grade/age
>   - Affective filter (i.e., level of student anxiety/comfort with English)
>   - Time in U.S. schools

Additional considerations for selecting accommodations include:
1. Level of English language proficiency (ELP) on state ELP test.
   Determine the student's Composite ELP Level based on the overall performance level on the state's ELP test (Table 8), and select appropriate EL accessibility features and/or accommodations for each content area assessment that is most likely to benefit students at that ELP level.[21]

Table 8: Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments[22]

WIDA *ACCESS for ELLs*® English Language Proficiency (ELP) Levels		Proficiency Levels on individual State's English proficiency tests (approximate)	Composite ELP Level (Acosta et al., 2008)
Level 1	Entering	Level 1	Beginning
Level 2	Emerging	Level 2	
Level 3	Developing	Level 3	Intermediate
Level 4	Expanding	Level 4	
Level 5	Bridging	Level 5	Advanced
Level 6	Reaching	Level 6	

Guidelines for Matching Accommodations to a Student's Overall ELP Level

ELs with Beginning ELP
ELs at the Beginning level have very limited proficiency in reading and writing. These students tend to experience the greatest need for accommodations but are often least equipped to use them. In general, the use of oral supports (in English) is recommended, rather than written accommodations, but even oral accommodations may not produce an effect for students at the lowest proficiency levels.

ELs with Intermediate ELP
ELs at the Intermediate level typically have developed some literacy in English and can benefit from a wider range of written and oral accommodations. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background and characteristics of the student, as well as the literacy demands of the test. Research suggests that native language accommodations, such as bilingual word-to-word dictionaries, as well as English-language

21 The considerations for determining level of English language proficiency may be modified as states move toward adoption of a common EL definition in the future.
22 Many States use WIDA ACCESS for ELLs® and ELDA ELP assessments to determine English language proficiency.

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accommodations, are useful at the Intermediate level. Where possible, and as needed, it may be beneficial to have the text on the mathematics assessments read aloud to these students. Scribing responses may also be appropriate for these students.

ELs with Advanced ELP
ELs at the Advanced level would be expected to have a decreased need for most accommodations. Native language support such as bilingual word-to-word dictionaries (and extra time to use them) may be helpful if the EL is literate in his/her native language and has received recent instruction in that language (whether in the United States or abroad).

2. **Literacy Development in English and/or the Native Language**
   Factors that influence the selection of accommodations include the following:
   - **Native Language Literacy**
     For students with literacy in their native language, consider providing the student with a word- to-word bilingual dictionary, along with extended time in which to use it.
   - **Interrupted Schooling/Literacy Background**
     For students who have experienced interrupted formal education and, as a result, have comparatively low levels of literacy in both their native language and in English, it is likely that the EL will be more orally-dominant in his/her developing English language proficiency. In this case, consider providing the EL with oral language support accessibility features and/or accommodations that are more likely to benefit ELs at the Beginning ELP, such as verbatim reading of the mathematics assessment.

3. **Background Factors that Impact Effective Accommodations Use**
   Selecting accessibility features and/or accommodations based on the background of the student increases the likelihood that use of the accessibility feature and/or accommodation will be successful. Such factors include: grade/age of student, time in U.S. schools, and the affective needs of the student (i.e., comfort level and/or anxiety with English). In addition, the following may also impact a student's ability to use and benefit from EL accommodations:
   - Students who have recently arrived in the U.S. will need to gain familiarity with U.S. testing practices and expectations.
   - Anxiety can increase the student's "affective filter" and adversely impact test performance.
   - Older students may refuse an accessibility feature and/or accommodation because they do not want to draw attention to themselves in front of classmates for receiving special attention or consideration.

Eligibility for EL Accommodations
Only students currently classified as ELs (or EL, LEP) are eligible to receive accommodations designated for ELs on PARCC assessments, including students classified as ELs whose parent/guardian has refused language support program services. Refer to Section 3 for accommodations that are allowable on PARCC assessments for ELs.

Selecting Accessibility Features and/or Accommodations for ELs with Disabilities
ELs with disabilities are eligible for accessibility features and/or accommodations allowed for ELs, as well as accessibility features and/or accommodations allowed for students with disabilities. The IEP team or 504 Plan Coordinator should collaborate with school EL (i.e., language) staff and evaluation professionals to determine the English language development needs of an EL with an identified disability.

Making assessment accessibility features and accommodations decisions in isolation can result in

providing inappropriate access to the student. Therefore, an EL staff familiar with the student should be a member of, or collaborate with, the IEP team or 504 Plan Coordinator in order to:
- Determine the appropriate accommodation(s) that address both the student's linguistic needs and disability;
- Discuss the effective implementation of the accommodations; and
- Determine the effectiveness of such accommodations.

Step 4: Administer Accessibility Features and Accommodations during Assessments

Planning to Administer Accessibility Features and Accommodations during PARCC Assessments
Once decisions have been made about which accessibility features and accommodations will be provided, the logistics of providing the accessibility features and accommodations during PARCC assessments must be coordinated well ahead of the test administration. It is important to engage the appropriate personnel in planning the logistics regarding the provision of assessment accessibility features and accommodations on test day. Student SR/PNP information should be compiled with the names of students, the accessibility features and/or accommodations they require, test locations, and staff responsible for administering tests with accessibility features and accommodations. Special educators and English language educators are often given the responsibility for arranging, coordinating, and providing assessment accessibility features and/or accommodations in a school and to assist general educators in understanding how to properly provide specific accessibility features and/or accommodations. It is essential for Test Administrators to know and understand the requirements for providing accessibility features and/or accommodations on PARCC assessments. Staff must adhere to specific guidelines for correctly administering accessibility features and accommodations to the correct students so that scores are valid. Test Administrators should also anticipate whether a student will be allowed extra time to complete the test once the official testing time is ended.

For the PARCC assessments, school or district staff will need to enter data into a student's SR/PNP in advance of testing to enable all necessary accessibility features and accommodations and ensure they are provided on test day. Finally, it is important to monitor the provision of accessibility features and accommodations on test day to ensure that they are delivered properly and that the technology is operating appropriately.

Involving Students in Using Accommodations
The more students are involved in the accommodation selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Students need self-advocacy skills to learn how to make certain those accommodations are provided on the assessments, in instructional settings, and outside of school. Teachers and other team members can play a key role in working with students to advocate for themselves in the context of using their accommodations.

Introducing Students to Accessibility Features and Accommodations
Whether a student has a specific accessibility need, a disability, is an EL, or all of the above, accessibility features and accommodations should be introduced to students long before the PARCC assessments are administered, during routine instruction to determine their effectiveness. Typically, accessibility features and accommodations should never be used for the first time on an assessment.

It is highly recommended that students who need accessibility features and accommodations on the PARCC assessments be provided time to interact with the accessibility features and/or accommodations on the available practice assessments. Allowing this practice time will help the student learn to use the accessibility features and/or accommodation in a new environment and can help determine if the

available accessibility features and/or accommodations are effective for the student.

Monitoring Accommodations Use by PARCC States

Most PARCC states currently collect information on which accommodations were used on state assessments by individual students. As described in Section 2, PARCC states will capture their own data via the SR/PNP File Layout. However, PARCC states differ as to how accessibility features and accommodations monitoring occurs. In some PARCC states, representatives may visit schools to monitor assessment procedures and observe the use of accommodations to ensure they are implemented appropriately. In other states, districts require their own trained staff to observe and report on accommodations provided during instruction and assessment. In still other states, test administration and accommodations discrepancies are reported to the state and result in the investigation of the irregularities.

Step 5: Evaluate and Improve Accessibility Features and Accommodations Use

It will be necessary to collect and analyze data on the use and effectiveness of accessibility features and accommodations to ensure that the participation of all students in assessments is meaningful, and to carefully document decisions and information on the selection, use, and evaluation of accessibility features and accommodations. Data on the use and impact of accessibility features and accommodations during assessments may support continuing use while rethinking others, and may also reveal patterns of accommodation use in a school or district. Examination of the data may also indicate areas in which the IEP teams, 504 Plan Coordinators, and EL educators and/or Test Administrators need additional training and support.

Observations conducted during test administration, interviews with Test Administrators, and talking with students after testing is likely to yield data that can be useful in guiding the formative evaluation process of accessibility features and accommodations use at the school, district, and student levels. Information on the use of accessibility features and accommodations is collected through the SR/PNP along with other demographic information in each PARCC member state. The following questions should guide the analysis of accessibility features and accommodations data at the school, district, and student level.

Questions to Guide Evaluation of Accessibility Features and Accommodations Use at the School and District Levels

1. Are procedures in place to ensure that test administration procedures are not compromised due to provision of accessibility features and accommodations?
2. Are students receiving accessibility features and accommodations as documented in their IEP, 504 plan, EL plan (if applicable), or other documentation used for ELs?
3. Are procedures in place to ensure that Test Administrators comply with directions for the administration of accessibility features and accommodations?
4. What is the frequency of use of different types of accessibility features and accommodations?

Questions to Guide Evaluation at the Student Level

1. What accessibility features and accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accessibility features and accommodations are used versus when accessibility features and accommodations are not used?
3. If the student is not meeting the expected levels of performance, is it because he or she is not receiving access to the necessary instruction; did not receive the accessibility feature and/

or accommodation; or is using an accessibility feature and/or accommodation that was not effective?

4. What is the student's perception of how well the accessibility feature and/or accommodation worked?
5. What combination of accessibility features and/or accommodations seems to be effective?
6. What are the perceptions of teachers, parents, and others about how the accessibility feature and/or accommodation appears to be working?
7. What difficulties, if any, were encountered in the use of the accessibility feature(s) and/or accommodation(s)?

The responses to these questions can guide an ongoing (formative) process to evaluate the use and effectiveness of accessibility features and accommodations used by students. It is critical that, to the extent possible, all individuals involved in selection and delivery be involved in gathering information and making subsequent decisions on whether to continue, modify, or discontinue the use of an accessibility feature and/or accommodation.

Gathering information on selected accessibility features accommodations use on technology-based assessments will be accomplished largely through the collection of information on each student's SR/PNP. However, educators and teams at the local level may have additional questions they want researched based on the collection of this data, which will assist in applying district- and school-based resources effectively in the future.