

## **Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments**

### **Students who may participate in a Paper-Based PARCC Assessment**

Although PARCC assessments are computer-based using an online testing platform, there may be specific instances which require a student to take a paper-based assessment instead. The following conditions may result in a school choosing to administer a paper-based assessment:

- Condition #1: A student is unable to use a computer due to the impact of his or her disability. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan.
  - Examples may include:
    - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration;
    - A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations;
    - A student with a disability who requires assistive technology that is not compatible with the testing platform.
- Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.
- Condition #3: The school has previously documented that it does not meet the technology requirements to provide the online assessment. The school must have the technology readiness survey on file.
- Condition #4: A student who is unable to access an online assessment due to religion/beliefs.

**Refer to the PARCC Accessibility Features and Accommodations Manual for information concerning test administration considerations, accessibility features and accommodations.**

**Table A1: Accessibility Features for All Students**

The chart below lists accessibility features available for all students and the comparable Computer-Based Test (CBT) feature or support.

Accessibility Features for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accessibility Feature(s) <sup>12</sup>
<b>Visual Aids/Organizers</b>	The student uses external highlighters, place markers, masking devices, colored overlays, writing instrument, or pointers. If taking an assessment with a consumable test booklet, non-carbon based highlighters can be used.	Answer Masking (1a)* Color Contrast (Background/Font Color) (1c)* Flag Items for Review (1f); Eliminate Answer Choices (1e) Line Reader Tool (1k); Highlight Tool (1i);
<b>Auditory Aids</b>	The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).	Audio Amplification (1b)
<b>Blank Paper (provided by test administrator)</b>	The student is provided blank scratch paper (graph, lined, or un-lined) to take notes and/or work through items during testing. Test Administrators must supply up to two pages total per student, per unit. Additional pages may be provided as needed.  In addition, students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, or bold line graph paper.	Blank Paper (provided by test administrator) (1d) NotePad (1m)
<b>General Administration Directions Clarified (by test administrator)</b>	The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing. For guidance, refer to the <i>Test Administrator Manuals</i> .	General Administration Directions Clarified (by test administrator)(1g)
<b>General Administration Directions Read Aloud (by test administrator)</b>	The test administrator reads aloud the general administration instructions only. A student may raise their hand and request the directions be repeated. For guidance refer to the <i>Test Administrator Manuals</i> .	General Administration Directions Read Aloud and Repeated as Needed (by test administrator) (1h)

<sup>1</sup> This column lists the accessibility feature number from the full Manual. For example, in the full Manual, for computer-based testing, Answer Masking is "1a."

<sup>2</sup> Accessibility features marked with an asterisk (\*) need to be identified in advance.

Accessibility Features for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accessibility Feature(s) <sup>12</sup>
<b>Headphones or Noise Buffers</b>	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 English Language Arts/literacy assessment).	Headphones or Noise Buffers (1j)
<b>Magnification/Enlargement Device</b>	The student uses external magnification or enlargement devices to increase the font or graphic size. (e.g., telescopes, projector, CCTV, eye-glass-mounted or hand-held magnifiers, electronic magnification systems, etc.)	Magnification/Enlargement Device (1l)
<b>Glossary in Footnotes</b>	The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.	Pop-up Glossary (1n)
<b>Redirect Student to the Test (by test administrator)</b>	The test administrator redirects the student's attention to the test, without coaching or assisting the student in any way.	Redirect Student to the Test (by test administrator) (1o)
<b>External Spell Check Device</b>	<p>The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</p> <p>This policy is approved for the Fall Block Administration (Fall 2014), but is still under consideration for the Spring 2015 administration.</p>	External Spell Check Device (1p)
<b>Human Reader or Human Signer for the Mathematics Assessments</b>	<p>The test administrator reads aloud to a student (human reader or human signer for a student who uses signed English or pigeon (i.e., not ASL)), the student must be tested in a separate setting.</p> <p>Human Readers providing the read aloud accommodation must refer to Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. Accommodation, and Appendix J: PARCC Mathematics Audio Guidelines for administrative guidance.</p>	<p>Text-to-Speech for the Mathematics Assessments (1q)*</p> <p>Human Reader or Human Signer for the Mathematics Assessments (1r)*</p> <p>ASL Video for the Mathematics Assessments (2m)*</p>

Accessibility Features for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accessibility Feature(s) <sup>12</sup>
<b>Writing Instrument</b>	The student uses their writing instrument on written responses, to underline, bold, and insert bullets.	Writing Tools ( <i>1s</i> )

**Table A2: Presentation Accommodations for Students with Disabilities<sup>3</sup>**

Presentation Accommodations for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Presentation Accommodations
<b>Assistive Technology</b>	Students may use a range of assistive technologies on the PARCC assessments, including external devices.	Assistive Technology ( <i>2a</i> )
<b>Large Print Edition</b>	<p>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 due to his or her disability. The font size for the PARCC large print edition will be 18 point on paper sized 11 x 17. A translated large print edition is also available.</p> <p>Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored.</p>	<p>Magnification/Enlargement Device (<i>1l</i>)</p> <p>Large Print Edition (<i>2f</i>)</p>
<b>Hard Copy Braille Edition</b>	<p>A student who is blind or has visual impairments and is unable to take the computer-based test with a refreshable braille display may take the assessments on a hard-copy contracted braille form for both ELA/literacy and mathematics. Tactile graphics are embedded into the hard copy braille form.</p> <p>Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored.</p>	<p>Screen Reader Version for Mathematics (<i>2b</i>)</p> <p>Refreshable Braille Display with Screen Reader Version for ELA/Literacy (<i>2c</i>)</p> <p>Hard Copy Braille Edition (<i>2d</i>)</p>

<sup>3</sup> Comparable PBT accommodations for closed captioning and descriptive video are not included in Appendix A because the PBT forms do not include multimedia items.

<b>Presentation Accommodations for Paper-Based PARCC Assessments</b>	<b>Administration Guidelines</b>	<b>Comparable CBT Presentation Accommodations</b>
<b>Tactile Graphics</b>	A student who is blind or visually impaired who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed.	Tactile Graphics (2e)
<b>Human Reader/Human Signer for the ELA/Literacy assessments, including items, response options, and passages</b>	<p>A student receives an audio representation of the ELA/literacy assessment via a human reader/human signer.</p> <p>The human reader and human signer accommodations are intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.</p> <p>IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <i>PARCC Accessibility Features and Accommodations Manual</i> when selecting this accommodation for students.</p>	<p>Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages (2i)</p> <p>ASL Video for the ELA/Literacy Assessments, including items, response options, and passages (2k)</p> <p>Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages (2l)</p>
<b>Human Signer for Test Directions</b>	A human signer will sign the test directions to a student. The student may need to be tested in a small group or separate setting.	Human Signer for Test Directions (2n)
<b>Student Reads Assessment Aloud to Themselves</b>	The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting. <sup>4</sup>	Student Reads Assessment Aloud to Themselves (2o)

<sup>4</sup> Note: While this accommodation is available for students taking the PARCC assessments, it is not currently listed in the PNP for year 1 administration.

**Table A3: Response Accommodations for Students with Disabilities**

Response Accommodations for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Response Accommodations
<b>Assistive Technology</b>	Students may use a range of assistive technologies on the PARCC assessments, including external devices.	Assistive Technology (3a)
<b>Braille Note-taker</b>	<p>A student who is blind or has visual impairments may use an electronic braille note-taker. For PARCC assessments, grammar checker, internet, and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker. Only transcribed responses will be scored. Transcription guidelines are available in Appendix C: Protocol for the Use of the Scribe Accommodation.</p>	Braille Note-Taker (3b)
<b>Braille Writer</b>	A student who is blind or has visual impairments may use an electronic braille writer. The responses of a student who uses an electronic braille writer during PARCC assessments must be transcribed exactly as entered in the electronic braille writer. Only transcribed responses will be scored. Transcription guidelines are available in Appendix C: Protocol for the Use of the Scribe Accommodation.	Braille Writer (3c)
<b>Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments)</b>	<p>A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) on the <b>calculator section</b> of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p> <p>Specific calculation devices must match the final PARCC Calculator Policy. Allowable calculators include:</p> <ul style="list-style-type: none"> <li>• <u>Grades 3-5</u>: No calculators allowed</li> <li>• <u>Grades 6-7</u>: Four-function with square root and percentage functions</li> </ul>	Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments) (3d)

Response Accommodations for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Response Accommodations
	<ul style="list-style-type: none"> <li>• <u>Grade 8</u>: Scientific calculators</li> <li>• <u>High School</u>: Graphic calculators (with functionalities consistent with TI-84 or similar models)</li> </ul> <p>Students with visual impairments may need other mathematical 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.</p>	
<p><b>Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)</b></p>	<p>The 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 <b>non-calculator sessions</b> of the mathematics assessments. If a talking calculator is used, the student must use headphones or test in a separate setting.</p> <p>IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <i>PARCC Accessibility Features and Accommodations Manual</i> and PARCC Calculator Policy when selecting this accommodation for students.</p>	<p>Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) (3e)</p>
<p><b>Monitor Test Response</b></p>	<p>The test administrator or assigned accommodator monitors proper placement of student responses on a test book/answer sheet. The test examiner or assigned accommodator cannot assist the student with changing a response to the correct answer.</p> <p>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 put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer</p>	<p>N/A</p>

Response Accommodations for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Response Accommodations
	<p>sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p>	
<p><b>ELA/Literacy Selected Response Speech-to-Text</b></p> <p><b>ELA/Literacy Selected Response Human Scribe</b></p> <p><b>ELA/Literacy Selected Response Human Signer</b></p> <p><b>ELA/Literacy Selected Response External Assistive Technology Device</b></p> <p><b>Mathematics Response Speech-to-Text</b></p> <p><b>Mathematics Response Human Scribe</b></p> <p><b>Mathematics Response Human Signer</b></p> <p><b>Mathematics Response Assistive Technology Device</b></p>	<p>A student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must have experience using any assistive technology external device prior to assessment administration.</p> <p>Student’s 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).</p> <p>For administration guidance on scribing and post-test transcription, please refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the <i>Test Administrator Manuals</i>.</p>	<p>ELA/Literacy Selected Response Speech-to-Text (3f)</p> <p>ELA/Literacy Selected Response Human Scribe (3g)</p> <p>ELA/Literacy Selected Response Human Signer (3h)</p> <p>ELA/Literacy Selected Response External Assistive Technology Device (3i)</p> <p>Mathematics Response Speech-to-Text (3j)</p> <p>Mathematics Response Human Scribe (3k)</p> <p>Mathematics Response Human Signer (3l)</p> <p>Mathematics Response Assistive Technology Device (3m)</p>
<p><b>ELA/Literacy Constructed Response Speech-to-Text</b></p> <p><b>ELA/Literacy Constructed Response Human Scribe</b></p>	<p>The student dictates responses either verbally, using a speech-to-text device, augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. Grammar checker, internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation.</p>	<p>ELA/Literacy Constructed Response Speech-to-Text (3n)</p> <p>ELA/Literacy Constructed Response Human Scribe (3o)</p> <p>ELA/Literacy Constructed Response Human Signer (3p)</p>

Response Accommodations for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Response Accommodations
<p><b>ELA/Literacy Constructed Response Human Signer</b></p> <p><b>ELA/Literacy Constructed Response Assistive Technology Device</b></p>	<p>The student must be tested in a separate setting.</p> <p>IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <i>PARCC Accessibility Features and Accommodations Manual</i> when selecting this accommodation for students.</p>	<p>ELA/Literacy Constructed Response Assistive Technology Device (3q)</p>
<p><b>Word Prediction External Device</b></p>	<p>The student uses an external word prediction device that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word. The student must have experience with/trained external devices prior to assessment administration.</p> <p>IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <i>PARCC Accessibility Features and Accommodations Manual</i> when selecting this accommodation for students.</p>	<p>Word Prediction External Device (3r)</p>
<p><b>Answers Recorded in Test Book</b></p>	<p>The student records answers directly in the test book. Responses must be transcribed verbatim by a test administrator in a student answer book or answer sheet. Only transcribed responses will be scored.</p>	<p>N/A</p>

**Table A4: Timing and Scheduling Accommodation for Students with Disabilities**

Timing and Scheduling Accommodation for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Timing and Scheduling Accommodation
<p><b>Extended Time</b></p>	<p>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 with 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.</p> <p>Refer to the <i>Test Administrator Manuals</i> for additional information regarding test units and timing since teams will need to consider if the original timing of the assessment will meet the students' needs.</p> <p>Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</p>	<p>Extended Time (4a)</p>

**Table A5: Accommodations for English Learners on PARCC Assessments**

Accommodation for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accommodations for English Learners
<b>Extended Time</b>	<p>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 with 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.</p> <p>Refer to the <i>Test Administrator Manuals</i> for additional information regarding test units and timing since teams will need to consider if the original timing of the assessment will meet the students' needs.</p> <p>Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</p>	Extended Time (4a & 6a)
<b>Word-to-Word Dictionary (English/ Native Language)</b>	<p>The student uses an approved bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences, or pictures are not allowed. 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 hard copy word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device cannot connect to the internet or store information.</p>	Word-to-Word Dictionary (English/ Native Language) (6b)
<b>Mathematics Response Speech-to-Text</b>  <b>Mathematics Response Human Reader</b>	<p>The student dictates responses verbally, using an external speech-to-text device or to a human scribe. The student must be tested in a separate setting. The student must be familiar with any external devices prior to assessment administration.</p> <p>Student's responses must be transcribed exactly as dictated.</p>	Mathematics Response Speech-to-Text (6c)  Mathematics Response Human Reader (6d)

Accommodation for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accommodations for English Learners
	For administration guidance on scribing and post-test transcription, refer to Appendix C: Protocol for the Use of the Scribe Accommodation.	
<b>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator)</b>	The test administrator, or state approved translator, 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. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language, if an administrator who speaks the language is available. Hard copy directions will be translated into the highest-incidence languages across PARCC states: (1) Spanish; (2) Arabic; (3) Navajo; (4) Chinese Mandarin; (5) Vietnamese; (6) Portuguese; (7) Haitian Creole; (8) Polish; (9) Somali; and (10) Marshallese. States may request translations into other languages as needed.	General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator) (6e)
<b>General Administration Directions Clarified in Student’s Native Language (by test administrator)</b>	The test administrator, or state approved translator, clarifies general administration instructions in the student’s native language. No part of the test may be clarified, nor may any assistance be provided to the student during testing. The student must be tested in a separate setting. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language, if an administrator who speaks the language is available. For guidance, please refer to the Test Administrator Manual.	General Administration Directions Clarified in Student’s Native Language (by test administrator) (6f)
<b>Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed)</b>	The student takes a hard-copy mathematics assessment in their native language, if approved by the PARCC state’s policy.	Online Translation of the Mathematics Assessment in Spanish (or other translated languages as needed) (6g)  Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed) (6h)

Accommodation for Paper-Based PARCC Assessments	Administration Guidelines	Comparable CBT Accommodations for English Learners
<p><b>Large Print Edition of the Mathematics Assessments in Spanish (or other translated languages as needed)</b></p>	<p>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 due to his or her disability and needs a translation.</p>	<p>Large Print Edition of the Mathematics Assessments in Spanish (or other translated languages as needed) (6j)</p>
<p><b>Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed)</b></p>	<p>In special cases where a test administrator reads aloud to a student in their native language, the student must be tested in a separate setting.</p> <p>Human Readers providing the read aloud accommodation must refer to Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. Accommodation, and Appendix J: PARCC Mathematics Audio Guidelines for administrative guidance.</p>	<p>Text-to-Speech for the Mathematics Assessments in Spanish (or other translated language as needed) (6j)</p> <p>Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed) (6k)</p>