

Accommodations for Students with Disabilities⁹

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, and are intended to increase access for most students, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, **IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student’s Personal Needs Profile (PNP)**. Please refer to Section 2 for a description of PNPs and **features** that are also available to students with disabilities on computer-delivered PARCC assessments. PARCC accommodations listed in this section are intended only for:

- Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and
- Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments, both before and after the test is administered.

Accommodations Codes

Each accommodation will be assigned a code for use in data gathering and analysis. Further guidance will be included in future editions of the Manual and in the *PARCC Test Administration Manual*.

⁹ 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.

Response Accommodations

What are Response Accommodations?

Response accommodations allow students to use alternative methods to provide responses to test items, such as through dictating to a scribe or using an assistive device. For students taking computer-delivered assessments, all response accommodations must be identified in advance by a student’s PNP (during the test registration process).

Who Can Benefit from Response Accommodations?

Response accommodations can benefit students who have physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Table 3 provides a list of **response accommodations** for students with disabilities on the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments that are designed to allow students to respond

to test items in different ways.

Table 3: Response Accommodations for Students with Disabilities



Accommodation	Administration Guidelines
Additional Assistive Technology	Guidelines will be provided in fall 2013.
Braille Note-taker	<p>Student who is blind or has visual impairments will 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. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the <i>PARCC Test Administration Manual</i></p>
Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)	<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 non-calculator session of the Mathematics test. If a talking calculator is used, the student must use headphones or test in a separate setting.</p> <p>Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor.</p> <p>For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division), this accommodation allows a calculation device to be used on non-calculator Mathematics assessment sessions. The accommodation would be permitted on test sessions for which calculators are not allowed for other students, with the exception of mathematics fluency items/tasks in grades 3-6 for which no calculation device may be used. If a calculation device were used for those test items that exclusively measure calculation skills, the validity of the test claim (Sub Claim E – Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the <i>Standards for Mathematical Content</i>) would be compromised, and the score invalid.</p> <p>Guidelines are provided below for IEP and 504 teams to identify students to receive the accommodation of a calculation device on</p>

Accommodation	Administration Guidelines
	<p>non-calculator sessions of the PARCC Mathematics assessments:</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams should consider whether the student has:</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents the student’s ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> • 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.
<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments¹³</p>	<p>The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting.</p> <p>Student’s responses must be transcribed exactly as dictated/signed.</p>
<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments¹⁴</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 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</p>

¹³ 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 assessments.

¹⁴ This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

Accommodation	Administration Guidelines
	<p>do not receive this accommodation. The student must be tested in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • 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. <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team. <p>Reporting Notation to Schools and Parents:</p> <p>A notation will be provided on all confidential score reports to the school and parent (i.e., parent guardian report, school roster, district roster) stating that the student was provided a scribe on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student’s ability to demonstrate expressive writing skills. Ongoing instruction in the foundational skills may be needed to allow students to continue to attain the important college and career-ready skill of writing. (Note: Notations will <i>not</i> be provided for students who receive a scribe on the PARCC Mathematics assessment or for selected responses only on the ELA/Literacy assessment).</p> <p>Please refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the <i>PARCC Test Administration Manual</i>, for additional administrative guidance.¹⁵</p>

¹⁵ Note: Appendix C: Protocol for the Use of the Scribe Accommodation will be released in late fall 2013.

Accommodation	Administration Guidelines
<p>Word prediction on the ELA/Literacy Performance-Based Assessment</p>	<p>The student uses word prediction software 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.</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student from writing or keyboarding responses; <li style="text-align: center;">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. <p>Before listing the accommodation in the student’s IEP/504 plan, teams are instructed to consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments. • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.