

Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-and-Pencil PARCC Assessments

Students who may participate in a Paper and Pencil PARCC Assessment

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

- Condition #1: A student is unable to use a computer due to the impact of his or her disability.
 - 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;
 - The assistive technology required by the student 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.

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

List of Accessibility Features for All students

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

| Accessibility Feature for Paper-Based PARCC Assessments | Description | Comparable CBT Accessibility Feature |
|---|---|--|
| Auditory Aids | The student uses amplification devices, noise buffers, or white noise machines (provided by the school or student). | Audio Amplification Headphones or Noise Buffers |
| Visual Aids/Organizers | The student uses highlighters, template, place marker, masking device, colored overlays, or pointer. | Answer Masking, Background/Font Color (Color Contrast), Flag Items for Review, General Masking, Line Reader Tool, Highlight Tool |
| Magnification/Enlargement Device | The student uses 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). | Large Monitor, Zoom Tool, Magnification/Enlargement Device |
| General Administration Directions Clarified (by test administrator) | The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor can assistance be provided to the student during testing. | General Administration Directions Clarified (by test administrator) |
| General Administration Directions Read Aloud and Repeated as Needed (by test administrator) | The test administrator may read general administration directions aloud to the student and repeat as necessary. | General Administration Directions Read Aloud and Repeated as Needed (by test administrator) |
| Blank Paper (provided by test administrator) | The student may be provided blank sheet(s) of paper on which to plan or organize item responses. | Blank Paper (provided by test administrator) |
| Redirect Student to the Test (by test administrator) | 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) |
| Spell Checker | The student uses a spell checking device that meets the specifications stated in the test administration manual. | Spell Checker |
| Human Read-Aloud for the Mathematics Assessment | Text is read aloud to the student by a human reader (Refer to the <i>PARCC Audio Guidelines</i> for administration guidelines.) | Text-to-Speech for the Mathematics Assessments |

Accommodations for Students with Disabilities

| Presentation Accommodations for Paper- Based PARCC Assessments | Description/Administration Guidelines | Comparable CBT Presentation Accommodations |
|--|--|--|
| Assistive Technology | Guidelines will be provided in December 2013. | PARCC is currently researching hardware devices that will be compatible with the online testing platform. |
| Large Print Edition Test | <p>A large print edition of the test is provided to students with visual impairments. The font size for the PARCC large print edition will be 18 point on paper sized 11 x 17.</p> <p>Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.</p> | Magnification/Enlargement Device |
| Braille Edition of ELA/Literacy and Mathematics Assessments | <p>A contracted braille form is provided to students with visual impairments for ELA and Mathematics assessments.</p> <p>Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.</p> <p>(Refer to the <i>PARCC Tactile Guidelines</i> for administration information.)</p> | N/A |
| Tactile Graphics | <p>Tactile graphics presented to students with visual impairments.</p> <p>(Refer to the <i>PARCC Tactile Guidelines</i> for administration information.)</p> | Tactile Graphics |
| Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing | <p>Text is signed to the student by a human Interpreter for the Mathematics assessment.</p> <p>(Refer to the <i>PARCC Signing Guidelines</i> for administration guidelines.)</p> | ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing |
| Human Read-Aloud for the ELA/Literacy assessments, including items, response options, and passages | <p>Please refer to the PARCC Accessibility Features and Accommodations Manual for guidelines that IEP Teams and 504 should consider.</p> <p>(Refer to the <i>PARCC Audio Guidelines</i> for administration information.)</p> | Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages |

| Response Accommodations for Paper-Based PARCC Assessments | Description/Administrative Guidance | Comparable CBT Presentation Accommodations |
|--|---|---|
| Assistive Technology | Guidelines will be provided in December 2013. | PARCC is currently researching hardware devices that will be compatible with the online testing platform. |
| Braille Note-taker | <p>The student records answers using an electronic braille note-taker. Grammar checker, Internet, and stored file functionalities must be turned off.</p> <p>Responses must be transcribed verbatim by the test administrator in a student answer booklet. Responses that have not been transcribed will not be scored.</p> | N/A |
| Braille Writer | <p>The student uses a manual or electronic device, or a slate and stylus, for writing braille. The device prints in braille and does not have the option to edit or save files.</p> <p>A student who uses a braillewriter during PARCC assessments must have his or her responses transcribed in a student answer booklet. Responses that have not been transcribed will not be scored.</p> | <p>Refreshable Braille Displays for ELA/literacy;</p> <p>N/A for Mathematics</p> |
| Answers Recorded in Test Book | 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. Responses that have not been transcribed will not be scored. | N/A |
| Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) | Please refer to the PARCC Accessibility Features and Accommodations Manual for guidelines that IEP Teams and 504 should consider. Student uses a calculation device or manipulatives to respond to test questions on non-calculator test items. | Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) |

| Response Accommodations for Paper-Based PARCC Assessments | Description/Administrative Guidance | Comparable CBT Presentation Accommodations |
|--|--|---|
| Monitor Test Response | <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 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> | N/A |
| Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected responses only (not constructed responses) on the English Language Arts/Literacy assessments | <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 by a test administrator in a student answer booklet exactly as dictated/signed. Responses that have not been transcribed will not be scored. Refer to the <i>PARCC Scribe Guidelines</i> for administration guidelines.</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 assessments ¹⁴ |

| Response Accommodations for Paper-Based PARCC Assessments | Description/Administrative Guidance | Comparable CBT Presentation Accommodations |
|---|--|---|
| <p>Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments (i.e., Prose Constructed Responses on the ELA/Literacy assessments)</p> | <p>Please refer to the PARCC Accessibility Features and Accommodations Manual for guidelines that IEP and 504 teams should consider.</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 by a test administrator in a student answer booklet exactly as dictated/signed. Responses that have not been transcribed will not be scored.</p> <p>Refer to the <i>PARCC Scribe Guidelines</i> for administration guidelines.</p> | <p>Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments</p> |
| <p>Word prediction on the ELA/Literacy Performance-Based Assessment</p> | <p>Please refer to the PARCC Accessibility Features and Accommodations Manual for guidelines that IEP and 504 teams should consider.</p> <p>The student uses word prediction software that provides a bank of frequently- or recently-used words as a result of the student entering the first few letters of a word.</p> | <p>Word prediction on the ELA/Literacy Performance-Based Assessment</p> |

| Timing and Scheduling Accommodations for Paper- Based PARCC Assessments | Description | Comparable CBT Presentation Accommodations |
|---|---|---|
| Extended Time | The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Please refer to the TAM for additional information regarding test sessions and timing since teams will need to consider if the built-in-overflow will meet the students’ needs. | Extended Time |

Accommodations for English Learners

| Accommodations | Description | Comparable CBT Presentation Accommodations |
|---|---|---|
| Extended Time | The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Please refer to the TAM for additional information regarding test sessions and timing since teams will need to consider if the built-in-overflow will meet the students’ needs. | Extended Time |
| General Administration Directions Clarified in Student’s Native Language (by test administrator) | The test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language. | General Administration Directions Clarified in Student’s Native Language (by test administrator) |

| Accommodations | Description | Comparable CBT Presentation Accommodations |
|--|--|--|
| General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator) | The test administrator reads aloud, and repeats as needed, test directions in students' native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language. | General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator) |
| Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English | Student dictates responses to Mathematics test items either to a human scribe or using speech-to-text technology. Student must be tested in a separate setting. | Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English |
| Word-to-Word Dictionary (English/ Native Language) | Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using the accommodation A list of bilingual word-to-word dictionaries authorized for use on PARCC assessments is available at: http://www.doe.mass.edu/mcas/testadmin/ep_bilingual_dictionary.pdf | Word-to-Word Dictionary (English/ Native Language) |