PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

Guidance for Districts and Decision-Making Teams to Ensure that PARCC Mid-Year, Performance-Based, and End-of-Year Assessments Produce Valid Results for All Students

THIRD EDITION

Produced by:
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 (ELA)/literacy give schools, teachers, students, and parents better 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 will occur during the 2014-2015 school year.

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Table of Contents

Background ...................................................................................................................................................... 6

Section 1: Overview of the PARCC Assessment, Claims, and Design ................................................................. 9

Section 2: PARCC Accessibility System and Accessibility Features for All Students Taking the PARCC Assessments ........................................................................................................................................... 17

Section 3: Accommodations for Students with Disabilities and English Learners ................................................ 27
   Accommodations for Students with Disabilities ............................................................................................... 31
   Accommodations for English Learners ............................................................................................................. 44

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 ................................................................................................................................. 49
   Step 1: Expect All Students to Achieve Academic Grade-Level and Course Content Standards .................. 50
   Step 2: Learn About Accessibility Features and Accommodations ............................................................... 51
   Step 3: Select Accessibility Features and Accommodations for Individual Students .................................... 52
   Step 4: Administer Accessibility Features and Accommodations during Assessments ............................... 64
   Step 5: Evaluate and Improve Accessibility Features and Accommodations Use ........................................ 66

Appendices
   Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments
   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
   Appendix C: Protocol for the Use of the Scribe Accommodation
   Appendix D: Text-to-Speech, Screen Reader, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments
   Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation
   Appendix F: Unique Accommodation Request Form
   Appendix G: Use of an Emergency Accommodation on a PARCC Assessment
   Appendix H: Student Accommodation Refusal Form
   Appendix I: PARCC ELA Audio Guidelines Version 3.0
   Appendix J: PARCC Mathematics Audio Guidelines Version 3.0
   Appendix K: Legal Background

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Third Edition

This is the third edition of the PARCC Accessibility Features and Accommodations Manual (fall 2014). The PARCC Accessibility Features and Accommodations Manual (the “Manual”) will continue to be revised as research is conducted during the early years of PARCC assessment administration. This iterative process will ensure that the accessibility features and accommodations students receive on PARCC assessments provide a valid reflection of what they know and can do, and do not alter the construct of what is being assessed. Additional guidance on the accessibility features and accommodations for the PARCC Diagnostic Assessment and Speaking and Listening Assessment is forthcoming. This third edition of the Manual includes additional information on the Personal Needs Profile, assessment administration, and specifics on the availability of accessibility features and accommodations during the first full administration of the PARCC assessments.

Throughout this edition of the PARCC Accessibility Features and Accommodations Manual, attention is focused on providing accessibility features and accommodations using the PARCC technology platform. However, the need for administration of paper-based assessments remains for certain students who require this format and presentation of the assessment. Details on accessibility features and accommodations for students taking paper-based assessments can be found in Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.
Background

Audience and Purpose
Developed by the PARCC states, the third 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 mid-year, performance-based, and end-of-year 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, including but not limited to, students with disabilities, English learners, English learners with disabilities, and underserved populations, with equitable access to high-quality, 21st century assessments. By applying principles of universal design, leveraging technology, embedding accessibility features, and allowing a broad range of accommodations, PARCC provides opportunities for the widest 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 components, 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;
- Leveraging 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 third 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;
- Appropriate tools are used by students to address their individual learning needs, and that accommodations are provided to eligible students (including students with disabilities, English learners, and English learners 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 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 English learners, culture, region, linguistic needs, dialect, and socio-economic background);
- Feedback from PARCC state leads and state experts on students with disabilities and English learners;
- Content experts; and
- 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 officer 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 comprised of representatives from the PARCC member states, include:

1. A common set of policies and procedures for providing assessment accommodations for English learners;
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 English learners in the assessment system; and
4. A common set of policies and procedures for participation of students with disabilities in the assessment system.

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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 English Learners:** This section outlines the accommodations for students with disabilities and English learners taking the PARCC assessments.

**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:** This section describes a five-step process for selecting, administering, and evaluating the use of accommodations for PARCC assessments as follows:

- **Expect** Students to Achieve Grade-Level and Course Academic Content Standards;
- **Learn** About Accessibility Features and Accommodations;
- **Select** Accessibility Features and Accommodations for Individual Students;
- **Administer** Accessibility Features and Accommodations during Assessments; and
- **Evaluate** and Improve Accessibility Features and Accommodations Use.
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 five components:

- **Diagnostic Assessment for ELA/Literacy and Mathematics**: Optional, non-summative, early indicator of student knowledge, flexible administration
- **Mid-Year Assessment for ELA/Literacy and Mathematics**: Optional, non-summative, performance-based items and tasks, emphasis on hard-to-measure standards, flexible administration
- **Speaking and Listening Assessment for ELA/Literacy only**: Optional, non-summative, flexible administration
- **Performance-Based Assessment for ELA/Literacy and Mathematics**: Required, summative, administered after approximately 75% of instruction
- **End-of-Year Assessment for ELA/Literacy and Mathematics**: Required, summative, administered after approximately 90% of instruction

The PARCC summative assessments in English language arts/literacy 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 are being carefully crafted to accomplish this important goal. They will enable teachers, schools, students, and parents gain important insights into
how well critical knowledge, skills, and abilities essential for young people to thrive in college and careers are being mastered. PARCC assessments in ELA/literacy and mathematics will be administered in grades 3-11 beginning in the 2014-2015 school year. 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 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 sequence including Mathematics 1, 2, and 3. For more information regarding high school mathematics sequences, refer to the Mathematics Model Content Frameworks at http://www.parcconline.org/parcc-model-content-frameworks.

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. To effectively carry out the PARCC design, summative assessments in both content areas will be administered in two components:

- **A performance-based assessment (PBA) component**, administered after approximately 75% of instruction, and
- **An end of year assessment (EOY) component**, administered after approximately 90% of instruction.

Scores from the PBA and EOY components will be combined to produce an overall performance level score. Performance level scores will be reported according to five levels. More information about the PARCC performance levels can be found by visiting http://www.parcconline.org/policies-and-guidance.

**PARCC ELA/Literacy Assessments**
The ELA/literacy PBA at each grade level will include three tasks: a literary analysis, a research simulation, and a narrative task. For each task, students will be asked to read or view one or more texts, answer several short comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the text(s). PARCC will use both printed and multimedia texts. The ELA/literacy EOY at each grade level will include 4-5 texts, both literary and informational (including social science/historical, scientific, and technical texts at grades 6-11). A number of short-answer comprehension and vocabulary questions will also be associated with each text.

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 students are “on track” for college and career readiness in ELA/literacy. Under the master claim, there are two major claims: (1) reading complex text (students read and comprehend a range of sufficiently complex texts independently), and (2) writing (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)**
   - 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 major categories:
   (1) ELA/literacy;
   (2) Reading and comprehending a range of sufficiently complex texts independently (reading); and
   (3) Writing effectively when using and/or analyzing sources (writing). 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 mathematics PBA 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 mathematics EOY assessments will be comprised primarily of 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 her 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 her grade/course with connections to the Standards for Mathematical Practice.
- **Sub Claim C**: Highlighted Practices MP.3, 6 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 will 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 will be 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://www.parcconline.org/technology](http://www.parcconline.org/technology)

**Participation Guidelines for PARCC Assessments**

All students, including students with disabilities and English learners, are required to participate in statewide assessments and have their assessment results be part of the state’s accountability systems, with narrow exceptions for English learners 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 performance-based and end-of-year assessments. Federal laws governing student participation in statewide assessments include the No Child Left Behind Act of 2001 (NCLB), 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 English learners is summarized in Appendix K: Legal Background. Please 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 English learners;** and
4. **Students who are English learners with disabilities who have an IEP or 504 plan.** These students are eligible for both accommodations for students with disabilities and English learners.

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.
- **English learner:** Assessment consortia are currently collaborating to develop a comprehensive definition. Traditionally, English learner students have also been termed “limited English proficient” students and “English language learners.” Legal language is included in Appendix K: Legal Background.
- **Former English learner:** A student who is no longer classified as an English learner, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by the state English proficiency assessment.

**General Testing Procedures**

For information about coordinating or administering the PARCC assessments, including test security policies, administration procedures, and tasks to complete before, during, and after testing, refer to the Test Coordinator Manual and the Test Administrator Manuals. Manuals specific to the fall block administration are available now at [http://parcc.pearson.com/](http://parcc.pearson.com/). Manuals specific to the spring administration of the PARCC assessments will be available mid-December.

**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. Universal design 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

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3 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 U.S.C. §3002).
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; English learners; 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 Thurlow, 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.4

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.
- 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.5

5 Thompson, Johnstone, & Thurlow (2002). The National Center for Educational Outcomes (NCEO).
- 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 English learner 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 English learners.
- 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 English learners, as well as the performance of their peers.

Universally designed general assessments cannot eliminate, but may reduce the need for accommodations and alternate assessments.
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 computer-embedded 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, English learners, and English learners with disabilities. Although accommodations may still be needed for some students with disabilities and English learners to assist in demonstrating what they know and can do, the computer-embedded 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, English learners, and English learners 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. Accessibility features are intended to benefit a wide range of students, and are available to any student at his or her discretion during testing. Practice tests that include accessibility features are being made available for teacher and student use throughout the year.

To practice now, go to http://parcconline.org/practice-tests.

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 onscreen, or listening to text-to-speech for the mathematics assessments). Recent research suggests that providing too many tools onscreen may lead to ineffective use of the tools provided and/or an impact on a student’s test performance. Furthermore, the on-off controls for these features might distract some students if they were shown onscreen, or interfere with other features or accommodations. Therefore, some accessibility features will be selected ahead of time by students, in collaboration with educators, and based on the individual needs and preferences of the student. Students must practice using these features, either in a classroom or real world application or setting. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school, or district.

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 accommodations or accessibility features on the day of the test.

The list of available PARCC accessibility features is provided in Table 1, which differentiates those that are available onscreen to all students, and those that must be identified in advance via a Personal Needs Profile.

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What is a Personal Needs Profile (PNP)?
The PNP is a collection of student information regarding a student’s testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment.

Why Collect Student 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:

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 PNP File Layout)*;
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 PNP File Layout)*;
3. Externally-provided accessibility features identified in advance, and accommodations for students with disabilities and English learners *(via the PNP File Layout)*; and
4. Hard copy accommodated forms that require advance shipping (braille edition, paper-based edition, large print edition, etc.) *(via the Student Registration File)*.

The PNP File Layout and the Student Registration File provide 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?
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 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 PNP Information
- For students with disabilities, the IEP team or 504 plan coordinator will collect information to populate the student’s PNP.
- For English learners, the educators responsible for selecting accommodations (or an English learner team, if available) will identify which accessibility features and accommodations should be identified in the student’s PNP.
- For English learners 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 features and accommodations should be identified in the PNP.
- For students without disabilities, and who are not English learners, decisions about which accessibility features identified in advance (if any and if allowed) will be included in the student’s PNP will be made based on the student’s education-related needs and preferences by an informal team, which may include the:
  a. Student (as appropriate);
  b. Parent/guardian; and
  c. Student’s primary educator in the subject of the assessment.
An optional tool for educators to record information about a student who needs to use accessibility features and accommodations can be found online here: [http://parcconline.org/parcc-accessibility-features-and-accommodations-manual](http://parcconline.org/parcc-accessibility-features-and-accommodations-manual). This tool can be used to capture the information needed to fill out a student’s PNP File Layout.

**How Do You Fill Out and Submit the PNP File Layout?**

- **Step 1:** Local educators/teams collect individual student data to populate the PNP
- **Step 2:** Local educators/teams capture individual student PNP data in a central location such as the PARCC planning tool.
- **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 PNP File Layout and the Student Registration File.

Note: States may choose to submit blank PNP File Layouts for students who require no accessibility features in advance and no accommodations.

Any paper-based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the Student Registration File import. (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).

All other information in the student’s PNP will be submitted via the PNP File Layout in PearsonAccess. For guidance on how to upload student information in the PNP File Layout, refer to pages 4-12 of the Personal Needs Profile Field Definitions Version 1.0 document posted on [http://parcc.pearson.com](http://parcc.pearson.com).

Administrators with the appropriate access will also be able to manually enter PNP data via the User Interface in PearsonAccess once a student’s test registration is completed.

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7 PARCC will also provide training on uploading student PNPs.
**The PARCC Accessibility System**

* Available to all participating students
**For students with disabilities, English learners, and English learners with disabilities

### Accessibility Features for All Students

Table 1 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 mid-year, performance-based, and end-of-year 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. The features in the third column of Table 1 must be identified in advance as part of the student’s PNP when indicated as “Yes.”
<table>
<thead>
<tr>
<th>Support</th>
<th>Administration Guidelines</th>
<th>Identified in Advance in the PNP Online Layout (During Test Registration Process)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a   Answer Masking⁹</td>
<td>The student electronically “covers” answer options, as needed. When enabled, answers will be masked. The student will uncover answer options when ready.</td>
<td>Yes</td>
</tr>
<tr>
<td>1b   Audio Amplification</td>
<td>The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student must be tested in a separate setting if unable to wear headphones.</td>
<td></td>
</tr>
<tr>
<td>1c   Color Contrast (Background/Font Color)</td>
<td>Alternate onscreen background and/or font color is enabled via the PNP based on need or preference. Student can adjust during the assessment.</td>
<td>Yes</td>
</tr>
<tr>
<td>1d   Blank Paper (provided by test administrator)</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>


⁹ PARCC is currently working on developing a general masking accessibility feature. When available, PARCC will update this policy document.
<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Eliminate Answer Choices</td>
<td>The student electronically “crosses out” possible answer choices (for multiple choice items only).</td>
</tr>
<tr>
<td>1f</td>
<td>Flag Items for Review</td>
<td>The student electronically “flags” items to review later.</td>
</tr>
<tr>
<td>1g</td>
<td>General Administration Directions Clarified (by test administrator)</td>
<td>The test administrator clarifies general administration directions 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 Test Administrator Manuals.</td>
</tr>
<tr>
<td>1h</td>
<td>General Administration Directions Read Aloud and Repeated as Needed (by test administrator)</td>
<td>The test administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated. For guidance refer to the Test Administrator Manuals.</td>
</tr>
<tr>
<td>1i</td>
<td>Highlight Tool</td>
<td>The student electronically highlights text as needed to recall and/or emphasize. Available colors include pink, blue, yellow, and white.</td>
</tr>
<tr>
<td>1j</td>
<td>Headphones or Noise Buffers</td>
<td>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).</td>
</tr>
<tr>
<td>Support</td>
<td>Administration Guidelines</td>
<td>Identified in Advance in the PNP Online Layout (During Test Registration Process)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1k Line Reader Tool</td>
<td>The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.</td>
<td></td>
</tr>
</tbody>
</table>
| 1l Magnification/Enlargement Device | The student enlarges text and graphics onscreen via a magnification square (200%). The student can also 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). Current browser magnification limits are as follows:  
  - Chrome: 500%  
  - Internet Explorer: 1000%  
  - Firefox: 300%  
  - iOS: 400%  
  Note: Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended. |                                                                                  |
<p>| 1m NotePad                      | The student writes notes using embedded NotePad application.                               |                                                                                  |
| 1n Pop-up Glossary              | The student is able to view definitions of pre-selected, construct-irrelevant words by hovering over underlined words. The definition appears in a pop-up text box. |                                                                                  |
| 1o 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. |                                                                                  |</p>
<table>
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<tbody>
<tr>
<td>1p</td>
<td><strong>External Spell Check Device</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</td>
<td></td>
</tr>
<tr>
<td>1q</td>
<td><strong>Text-to-Speech for the Mathematics Assessments</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Test is read aloud to the student using embedded text-to-speech software. Student must be tested in a separate setting if unable to wear headphones.</td>
<td></td>
</tr>
<tr>
<td>1r</td>
<td><strong>Human Reader or Human Signer for the Mathematics Assessments</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>In special cases where a test administrator reads aloud to a student (human reader or human signer), the student must be tested in a separate setting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Readers providing this accessibility feature 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; and Appendix J: PARCC Mathematics Audio Guidelines Version 3.0.</td>
<td></td>
</tr>
<tr>
<td>1s</td>
<td><strong>Writing Tools</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student uses writing process tools for written responses, including cut and paste, copy, underline, bold, and insert bullets. Writing tools are available in the constructed response items on the ELA/literacy performance-based assessment.</td>
<td></td>
</tr>
</tbody>
</table>
Administrative Considerations for All Students

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

Students are generally tested in their regular classroom following the test administration schedule for the grade and content area being administered. However, the principal has the authority to schedule students in testing 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. 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.

School-based teams (including the IEP team, 504 plan coordinator, or EL team if required by your state) 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 who is an English learner:

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture
Section 3 – Accommodations for Students with Disabilities and English Learners
Accommodations for Students with Disabilities and English Learners

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 are 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 English learners. In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. 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 and for formative assessments but are not allowed for the 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 PARCC policies regarding accommodations used for 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 English learners should be described and documented.
Students who are English learners with disabilities qualify to receive accommodations for both students with disabilities and English learners.
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 English learner, or if a student was not provided a test accommodation listed in his or her IEP/504 plan/documentation for an English learner, 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. Confidential parent/guardian reports, non-public rosters of school- and district-level results, and other non-public reports will include notations in cases where certain accommodations were provided (e.g., use of calculation devices, reading aloud the ELA/literacy assessment). District and school reports available to the public will not include the notations in cases where these accommodations were used. PARCC states will monitor the number and percentage of students using these accommodations at the school, district, and state level.

Note: For the first year of operational administration PARCC accommodations have not been coded. Further guidance will be included in future editions of the Manual. 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 that will result in valid, comparable assessment scores. However, students with disabilities or English learners 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, or 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 day of the PARCC assessment, an Emergency Accommodation Form must be completed and maintained in the student’s assessment file. No state approval is required for emergency accommodations. If required by your PARCC state, consult with the district office for approval. The parent must be notified that an emergency accommodation was provided. 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 in a valid score for the student. 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 English Learner 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 English Learner 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

The availability of accessibility features for all students taking PARCC assessments is based on universal design principles as applied to assessments and is intended to increase access for most students. However, many students with disabilities may need additional accommodations for use on the PARCC assessments. For students with disabilities, the IEP team (or 504 coordinator) is responsible for making decisions about which accommodations the student will need, as well as which features the student will need to increase accessibility. This information will need to be added to the student’s PNP. Refer to Section 2 for a description of PNPs and the features that are available to students with disabilities on computer-based PARCC assessments.

PARCC accommodations listed in this section are intended 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.

Presentation Accommodations

What are Presentation Accommodations?
Presentation accommodations alter the method or format used to administer a PARCC assessment to a student, by changing either the auditory, tactile, visual, and/or a combination of these characteristics. For students taking computer-based assessments, all presentation accommodations must be identified in advance both in the student’s IEP or 504 plan and in the student’s PNP (during the test registration process).

Who Can Benefit from Presentation Accommodations?
Students who benefit most from presentation accommodations are those with disabilities that affect reading standard print, typically as a result of a physical, sensory, cognitive, or specific learning disability.

Table 2 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.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
</table>
| 2a Assistive Technology                    | 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 (i.e., on a separate computer).  
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 www.parcconline.org/parcc-accessibility-features-and-accommodations-manual. |
| 2b Screen Reader Version for Mathematics   | A student who is blind or has a visual impairment takes the mathematics assessments using screen reader software. A student who is blind or visually impaired who uses a screen reader will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions (pictures and multimedia) when applicable for the assessment. If the student is not using headphones, the student must be tested in a separate setting.  
| 2c Refreshable Braille Display with Screen Reader Version for ELA/Literacy | A student who is blind or has a visual impairment takes the ELA/literacy assessments using screen reader software with a refreshable braille display. A student who is blind or visually impaired who uses a screen reader with refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions (pictures and multimedia) when applicable for the assessment. If the student is not using headphones, the student must be tested in a separate setting.  
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>2d</strong> Hard Copy Braille Edition</td>
<td>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 a hard-copy contracted braille edition. Tactile graphics are embedded into the hard copy braille edition. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored.</td>
</tr>
<tr>
<td><strong>2e</strong> Tactile Graphics</td>
<td>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, when applicable for the assessment. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed.</td>
</tr>
<tr>
<td><strong>2f</strong> Large Print Edition</td>
<td>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. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored. Refer to Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.</td>
</tr>
<tr>
<td><strong>2g</strong> Paper-Based Edition</td>
<td>A paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability. Refer to Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Administration Guidelines</td>
</tr>
<tr>
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</tr>
<tr>
<td>2h Closed-Captioning of Multimedia on the ELA/Literacy Assessments&lt;sup&gt;11&lt;/sup&gt;</td>
<td>A student who is deaf or hearing impaired views captioned text on multimedia (i.e., video) segments of the ELA/literacy performance-based assessments. Captioning can be turned on/off within the video player as needed.</td>
</tr>
<tr>
<td>2i Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages&lt;sup&gt;12&lt;/sup&gt;</td>
<td>A student receives an audio representation of the ELA/literacy assessment via text-to-speech, screen reader software, embedded ASL video, or a human reader/signer. The text-to-speech, ASL video, human reader, and human signer accommodations are intended to provide access to printed or written texts on the PARCC ELA/literacy assessments to 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. The screen reader accommodation is intended to provide access to the PARCC ELA/literacy assessments to students who are blind or have a visual impairment and have not learned (or are unable to use) braille. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. Note: If headphones are not used for text-to-speech, screen reader, or the ASL video, the student must be tested in a separate setting. In special cases where a test administrator reads aloud to a student due to a disability (human reader or human signer), the student must be tested in a separate setting.</td>
</tr>
<tr>
<td>2j Screen Reader Version for ELA/Literacy, including items, response options, and passages&lt;sup&gt;12&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>2k ASL Video for the ELA/Literacy Assessments, including items, response options, and passages&lt;sup&gt;12&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>2l Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages&lt;sup&gt;12&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

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<sup>11</sup> The CCSS call for comparisons between different media. An example of this is RI9-10.7: Analyze various accounts of a subject told in different 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.

<sup>12</sup> 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

IEP teams and 504 coordinators should carefully review the following guidelines for identifying students to receive this accommodation.

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 also consider whether:

- The student has access to printed text during routine instruction through a reader or 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; or
- 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. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making.

No claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding and fluency).

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<td></td>
<td>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</td>
</tr>
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</table>
|               | • 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 also consider whether: |
|               | • The student has access to printed text during routine instruction through a reader or 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; or
|               | • 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. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making. |
|               | No claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding and fluency). |

November 2014
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Reporting Notation to Schools and Parents:</strong> A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/literacy assessment and therefore, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding and fluency).</td>
</tr>
<tr>
<td></td>
<td>Human readers/human signers providing this accommodation must refer to <a href="#">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</a> for administrative guidance.</td>
</tr>
<tr>
<td></td>
<td>For a student who is blind or has a visual impairment, the student will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions (pictures and multimedia) when applicable for the assessment.</td>
</tr>
<tr>
<td></td>
<td>Refer to <a href="#">Appendix D: Text-to-Speech, Screen Reader, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments</a>.</td>
</tr>
<tr>
<td>2m ASL Video for the Mathematics Assessments</td>
<td>The student views an embedded video of a human interpreter for the mathematics assessments. If a student does not use ASL, a human interpreter and separate test setting will be required.</td>
</tr>
<tr>
<td>2n Human Signer for Test Directions</td>
<td>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.</td>
</tr>
<tr>
<td>2o Student Reads Assessment Aloud to Themselves&lt;sup&gt;13&lt;/sup&gt;</td>
<td>The student reads the assessment aloud to themselves. The student may use an external device such as a whisper phone. The student must be tested in a separate setting.</td>
</tr>
</tbody>
</table>

<sup>13</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.
Response Accommodations

What are Response Accommodations?
Response accommodations allow students to use an alternative method for providing responses to test items, such as through dictating to a scribe or using an assistive device. For students taking computer-based assessments, all response accommodations must be identified in advance both in the student’s IEP or 504 plan and in the 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 who have difficulties with memory, fine-motor skills, sequencing, directionality, alignment, and organization.

Table 3 provides a list of response accommodations for students with disabilities that are designed to allow students to respond to test items in different ways.

Table 3: Response Accommodations for Students with Disabilities

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Assistive Technology</td>
<td>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 (i.e., on a separate computer). For information on how to test assistive technology devices and software for compatibility with the TestNav 8 platform via an “Infrastructure Trial,” refer to the PARCC Assistive Technology Guidelines available at <a href="http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual">www.parcconline.org/parcc-accessibility-features-and-accommodations-manual</a>.</td>
</tr>
<tr>
<td>3b Braille Note-taker</td>
<td>A student who is blind or has a visual impairment may use an electronic braille note-taker. For PARCC assessments, grammar checker, internet, and stored file functionalities must be turned off. 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.</td>
</tr>
<tr>
<td>3c Braille Writer</td>
<td>A student who is blind or has a visual impairment 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.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Administration Guidelines</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3d Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments) | A student uses a specific calculation device (e.g., large key, talking, or other adapted 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. Specific calculation devices must match the final PARCC Calculator Policy. Allowable calculators include:  
  - Grades 3-5: No calculators allowed  
  - Grades 6-7: Four-function with square root and percentage functions  
  - Grade 8: Scientific calculators  
  - High School: Graphic calculators (with functionalities consistent with TI-84 or similar models)  

A student with a visual impairment 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. |
| 3e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments) | 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.  

For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication or division), this accommodation allows a calculation device to be used on non-calculator mathematics assessment sections. The accommodation would be permitted on test sections for which calculators are not allowed for other students.  

IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation. |
### Accommodation Administration Guidelines

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.

When this accommodation is provided, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator. Note that PARCC will not report “fluency” sub-scores for any students taking the mathematics assessments.

**Reporting Notation to Schools and Parents:** A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a calculation device accommodation on the PARCC mathematics assessment and therefore, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.

Specific calculation devices must match the final [PARCC Calculator Policy](#). Allowable calculators 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

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<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</td>
</tr>
<tr>
<td></td>
<td>- The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction;</td>
</tr>
<tr>
<td></td>
<td>- The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>When this accommodation is provided, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator. Note that PARCC will not report “fluency” sub-scores for any students taking the mathematics assessments.</td>
</tr>
<tr>
<td></td>
<td><strong>Reporting Notation to Schools and Parents:</strong> A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a calculation device accommodation on the PARCC mathematics assessment and therefore, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.</td>
</tr>
<tr>
<td></td>
<td>Specific calculation devices must match the final <a href="#">PARCC Calculator Policy</a>. Allowable calculators include:</td>
</tr>
<tr>
<td></td>
<td>- <strong>Grades 3-5:</strong> Four-function with square root and percentage functions</td>
</tr>
<tr>
<td></td>
<td>- <strong>Grades 6-7:</strong> Four-function with square root and percentage functions</td>
</tr>
<tr>
<td></td>
<td>- <strong>Grade 8:</strong> Scientific calculators</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Administration Guidelines</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>High School:</strong> Graphic calculators (with functionalities consistent with TI-84 or similar models)</td>
</tr>
<tr>
<td>3f</td>
<td>ELA/Literacy Selected Response Speech-to-Text[^14]</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>3g</td>
<td>ELA/Literacy Selected Response Human Scribe[^13]</td>
</tr>
<tr>
<td></td>
<td>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). Only transcribed responses will be scored.</td>
</tr>
<tr>
<td>3h</td>
<td>ELA/Literacy Selected Response Human Signer[^13]</td>
</tr>
<tr>
<td>3i</td>
<td>ELA/Literacy Selected Response External Assistive Technology Device[^13]</td>
</tr>
<tr>
<td>3k</td>
<td>Mathematics Response Human Scribe[^13]</td>
</tr>
<tr>
<td>3l</td>
<td>Mathematics Response Human Signer[^13]</td>
</tr>
<tr>
<td>3m</td>
<td>Mathematics Response Assistive Technology Device[^13]</td>
</tr>
<tr>
<td>3n</td>
<td>ELA/Literacy Constructed Response Speech-to-Text[^15]</td>
</tr>
<tr>
<td>3o</td>
<td>ELA/Literacy Constructed Response Human Scribe[^14]</td>
</tr>
<tr>
<td>3p</td>
<td>ELA/Literacy Constructed Response Human Signer[^14]</td>
</tr>
<tr>
<td>3q</td>
<td>ELA/Literacy Constructed Response Assistive Technology Device[^14]</td>
</tr>
<tr>
<td></td>
<td>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. The student must be tested in a separate setting.</td>
</tr>
<tr>
<td></td>
<td>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</td>
</tr>
</tbody>
</table>

[^14]: 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.

[^15]: This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.
Accommodation | Administration Guidelines
--- | ---
- 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.

**Reporting Notation to Schools and Parents:** 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 not be provided for students who receive a scribe on the PARCC mathematics assessment or for selected responses only on the ELA/literacy assessment).

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). Only transcribed responses will be scored.

For administration guidance on scribing and post-test transcription, refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the *Test Administrator Manuals*.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
</table>
| 3r Word Prediction External Device | 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 be familiar with the use of the external device prior to assessment administration. The device cannot connect to the internet or save information.  

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:

- 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; 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. |
Timing and Scheduling Accommodations

What are Timing and Scheduling Accommodations?
Timing and scheduling accommodations are changes in the allowable length of time in which a student may complete the test. Note: Changes in how the time is organized, such as use of frequent breaks or testing at a specific time of day, are test administration considerations that are available to any student.16

Who Can Benefit from Timing and Scheduling Accommodations?
Timing accommodations may benefit students who need additional or extended time to complete the tests. Extra time may be needed by students to process information (e.g., a student who processes directions slowly or needs extra time to move to a different test question), write responses (e.g., a student with limited dexterity or difficulty with word retrieval), or use special devices or equipment (e.g., assistive technology, audio recording, or scribe). Students with disabilities may also need frequent or extended breaks. Scheduling changes may also benefit students who need breaks to remain alert or who are more productive at certain times of the day. For students taking computer-based assessments, extended time must be identified in advance by a student’s PNP (during the test registration process).

Table 4 provides the timing and scheduling accommodation for students with disabilities that is designed to increase the allowable length of time to complete an assessment.

Table 4: Timing and Scheduling Accommodation for Students with Disabilities

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Extended Time</td>
<td>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. Refer to the Test Administrator Manuals 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. Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</td>
</tr>
</tbody>
</table>

16 “Frequent breaks” refers to the administration of an assessment in short periods with frequent supervised breaks. “Time of day” refers to the test administration time, taking into account a student’s medical or learning needs. Consideration should be given to how these features interact with the extended time accommodation.
Accommodations for English Learners

The universal design of PARCC assessments is expected to enhance accessibility for most students through the availability of a range of accessibility features for all students (see Section 2). However, some English learners may need additional accommodations during PARCC assessment administration. Additionally, English learners with disabilities are also entitled to accommodations listed for students with disabilities earlier in this section.

Accommodations for English learners should be considered by a group of educators familiar with the student’s learning needs, using the guidance provided in 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. In cases of English learners with disabilities, at least one person familiar with the language needs of the student should be a participating member of the IEP team (or consult with the 504 coordinator), in order to make effective accommodations decisions.

Educators familiar with the student should also consider which additional features will enhance accessibility for the English learner in order to determine what’s included in the PNP. Section 2 describes the PNP and the additional accessibility features available to English learners on computer-based PARCC assessments.

Table 5 lists the accommodations on PARCC assessments that are available to English learners, 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.

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Table 5. Guidance on Selection of Accommodations for English Learners on PARCC Assessments

<table>
<thead>
<tr>
<th>KEY for Table 5:</th>
<th>Most likely to benefit English learners at this ELP Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Highly recommended for use by English learners at this ELP level</td>
<td></td>
</tr>
<tr>
<td>○ Recommended for use by English learners at this ELP level</td>
<td></td>
</tr>
<tr>
<td>○ May not be appropriate for students at this ELP level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Word-to-Word Dictionary (English / Native Language)</td>
<td>○</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Mathematics Response Speech-to-Text</td>
<td></td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Mathematics Response Human Scribe</td>
<td>•</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator)</td>
<td>•</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>General Administration Directions Clarified as Needed in Student’s Native Language (by test administrator)</td>
<td>•</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Online Translation of the Mathematics Assessment in Spanish (or other translated languages as needed)</td>
<td>•</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed)</td>
<td>•</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

18 Differing laws, regulations, and policies exist among PARCC states as to whether they will allow, require, or prohibit translations of state assessments.

19 PARCC is developing online and paper Spanish translations of the mathematics assessments for use in states that permit the translation of the assessment. States may also offer translations in additional languages.
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Most likely to benefit English learners at this ELP Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td>Large Print Edition of the Mathematics Assessments in Spanish</td>
<td></td>
</tr>
<tr>
<td>(or other translated languages as needed)</td>
<td></td>
</tr>
<tr>
<td>Text-to-Speech for the Mathematics Assessments in Spanish</td>
<td></td>
</tr>
<tr>
<td>(or other translated languages as needed)</td>
<td></td>
</tr>
<tr>
<td>Human Reader for the Mathematics Assessments in Spanish</td>
<td></td>
</tr>
<tr>
<td>(or other translated languages as needed)</td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Accommodations for English Learners on PARCC Assessments

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a Extended time</td>
<td>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. Refer to the Test Administrator Manuals 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. Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</td>
</tr>
<tr>
<td>6b Word-to-Word Dictionary (English/ Native Language)</td>
<td>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.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Administration Guidelines</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>6c Mathematics Response Speech-to-Text</td>
<td>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. Student’s responses must be transcribed exactly as dictated. For administration guidance on scribing and post-test transcription, refer to Appendix C: Protocol for the Use of the Scribe Accommodation.</td>
</tr>
<tr>
<td>6d Mathematics Response Human Scribe</td>
<td></td>
</tr>
<tr>
<td>6e General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator)</td>
<td>The test administrator, or state approved 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. 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.</td>
</tr>
<tr>
<td>6f General Administration Directions Clarified in Student’s Native Language (by test administrator)</td>
<td>The test administrator, or state approved interpreter, 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, refer to the Test Administrator Manuals.</td>
</tr>
<tr>
<td>6g Online Translation of the Mathematics Assessment in Spanish (or other translated languages as needed)(^{20})</td>
<td>A student takes the online mathematics assessment in their native language, if approved by the PARCC state’s policy.</td>
</tr>
</tbody>
</table>

\(^{20}\) PARCC will provide online and paper translations of the mathematics assessments in Spanish for use at the discretion of PARCC states. If other languages are needed, states may request additional translations.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6h</strong> Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed)</td>
<td>The student takes a hard-copy mathematics assessment in their native language, if approved by the PARCC state’s policy. Refer to Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.</td>
</tr>
<tr>
<td><strong>6i</strong> Large Print Edition of the Mathematics Assessments in Spanish (or other translated languages as needed)</td>
<td>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. Refer to Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.</td>
</tr>
<tr>
<td><strong>6j</strong> Text-to-Speech for the Mathematics Assessments in Spanish (or other translated language as needed)</td>
<td>The student listens to an oral translation of mathematics assessment via text-to-speech in the translated language. If unable to wear headphones, the student must be tested in a separate setting.</td>
</tr>
<tr>
<td><strong>6k</strong> Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed)</td>
<td>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. 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; and Appendix J: PARCC Math Audio Guidelines Version 3.0 for administrative guidance.</td>
</tr>
</tbody>
</table>
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
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 English learners in standards-based instruction and assessment. Refer to Appendix K: Legal Background for additional information.

Including All Students in State Accountability 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 English learners in their first year of instruction in a U.S. school (see above). English learners in PARCC states may not be excluded from PARCC performance-based and end-of-year assessments in ELA/literacy (with the exception of English learners in their first year in a U.S. school) and mathematics assessments. English learners whose parents have waived services may not be excluded from state assessments and are still eligible to receive accommodations allowed to English learners 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 administrators) must collaborate to identify appropriate accommodations for students with disabilities and English learners. The planning process should involve all stakeholders, including parents and students, to ensure that all students have equitable access to high-quality education.
coordinators, and English learner 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 English learner plans for English learners, 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 PARCC Model Content Frameworks can be accessed here: [http://www.parcconline.org/parc-model-content-frameworks](http://www.parcconline.org/parc-model-content-frameworks)

**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 English learner 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 Section 2 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 needs to complete 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, for non-glossed words, or explaining assessment items;
- Allowing the student to complete an assessment of English language arts 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 English learners 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 not be broadly assigned across all assessments, but 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 should not be used to compensate for a student’s lack of 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 English learners.
- 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.

**The Decision-Making Process**

Figure 1 shows considerations for selecting PARCC assessment accommodations for students with disabilities, English learners, and English learners 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**
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 assessments(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

November 2014
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 English Learners

Determining appropriate linguistic support for English learners 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 English learners should be made by a group of individuals familiar with the student who can identify the appropriate accessibility features and accommodations for each English learner. In some states, this is called an “English learner 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 English learners 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 English learners 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 (for English learners with a disability)
If the English learner 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.

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

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

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 English learner 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 English Learners 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 English learner’s unique linguistic needs with PARCC English learner accessibility features and/or accommodations:
Additional considerations for selecting accommodations include:

1. **Level of English language proficiency (ELP) on 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

### Table 7. Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments

<table>
<thead>
<tr>
<th>WIDA ACCESS for ELLs® English Language Proficiency (ELP) Levels</th>
<th>Proficiency Levels on individual State’s English proficiency tests (approximate)</th>
<th>Composite ELP Level (Acosta et al., 2008)</th>
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</thead>
<tbody>
<tr>
<td>Level 1 Entering</td>
<td>Level 1</td>
<td>Beginning</td>
</tr>
<tr>
<td>Level 2 Emerging</td>
<td>Level 2</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Level 3 Developing</td>
<td>Level 3</td>
<td>Advanced</td>
</tr>
<tr>
<td>Level 4 Expanding</td>
<td>Level 4</td>
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</tr>
<tr>
<td>Level 5 Bridging</td>
<td>Level 5</td>
<td></td>
</tr>
<tr>
<td>Level 6 Reaching</td>
<td>Level 6</td>
<td></td>
</tr>
</tbody>
</table>

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21 The considerations for determining level of English language proficiency may be modified as states move toward adoption of a common English learner definition in the future.

22 Many States use WIDA ACCESS for ELLs® and ELDA ELP assessments to determine English language proficiency.
Guidelines for Matching Accommodations to a Student’s Overall ELP Level

**English learners with Beginning ELP**
English learners 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.

**English learners with Intermediate ELP**
English learners 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 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.

**English learners with Advanced ELP**
English learners 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 English learner 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 English learner will be more orally-dominant in his/her developing English language proficiency. In this case, consider providing the English learner with oral language support accessibility features and/or accommodations that are more likely to benefit English learners 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 English learner 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 English Learner Accommodations

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

Selecting Accessibility Features and/or Accommodations for English Learners with Disabilities

English learners with disabilities are eligible for accessibility features and/or accommodations allowed for English learners, as well as accessibility features and/or accommodations allowed for students with disabilities. The IEP team or 504 plan coordinator should collaborate with school English learner (i.e., language) staff and evaluation professionals to determine the English language development needs of an English learner with an identified disability.

Making assessment accessibility features and accommodations decisions in isolation can result in providing inappropriate access to the student. Therefore, an English learner 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 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 computer-based PARCC assessments, school or district staff will need to enter data into a student’s 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 English learner, 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 accommodation is 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 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 accommodations during assessments may support continuing to use some 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 English learner 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 coding on the PARCC assessment answer documents, 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 Accommodation 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, English learner plan (if applicable), or other documentation used for English learners?
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 Personal Needs Profile. 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.
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.

<table>
<thead>
<tr>
<th>Accessibility Features for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Accessibility Feature(s)(^\text{1})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Aids/Organizers</td>
<td>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.</td>
<td>Answer Masking (1a)* Color Contrast (Background/Font Color) (1c)* Flag Items for Review (1f); Eliminate Answer Choices (1e) Line Reader Tool (1k); Highlight Tool (1l);</td>
</tr>
<tr>
<td>Auditory Aids</td>
<td>The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).</td>
<td>Audio Amplification (1b)</td>
</tr>
<tr>
<td>Blank Paper (provided by test administrator)</td>
<td>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.</td>
<td>Blank Paper (provided by test administrator) (1d) NotePad (1m)</td>
</tr>
<tr>
<td>General Administration Directions Clarified (by test administrator)</td>
<td>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 Test Administrator Manuals.</td>
<td>General Administration Directions Clarified (by test administrator)(1g)</td>
</tr>
<tr>
<td>General Administration Directions Read Aloud (by test administrator)</td>
<td>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 Test Administrator Manuals.</td>
<td>General Administration Directions Read Aloud and Repeated as Needed (by test administrator) (1h)</td>
</tr>
</tbody>
</table>

\(^1\) 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.”

\(^2\) Accessibility features marked with an asterisk (*) need to be identified in advance.
<table>
<thead>
<tr>
<th>Accessibility Features for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Accessibility Feature(s)¹²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headphones or Noise Buffers</strong></td>
<td>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).</td>
<td>Headphones or Noise Buffers (1j)</td>
</tr>
<tr>
<td><strong>Magnification/Enlargement Device</strong></td>
<td>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.)</td>
<td>Magnification/Enlargement Device (1l)</td>
</tr>
<tr>
<td><strong>Glossary in Footnotes</strong></td>
<td>The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.</td>
<td>Pop-up Glossary (1n)</td>
</tr>
<tr>
<td><strong>Redirect Student to the Test (by test administrator)</strong></td>
<td>The test administrator redirects the student's attention to the test, without coaching or assisting the student in any way.</td>
<td>Redirect Student to the Test (by test administrator) (1o)</td>
</tr>
<tr>
<td><strong>External Spell Check Device</strong></td>
<td>The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information. This policy is approved for the Fall Block Administration (Fall 2014), but is still under consideration for the Spring 2015 administration.</td>
<td>External Spell Check Device (1p)</td>
</tr>
<tr>
<td><strong>Human Reader or Human Signer for the Mathematics Assessments</strong></td>
<td>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. 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.</td>
<td>Text-to-Speech for the Mathematics Assessments (1q)* Human Reader or Human Signer for the Mathematics Assessments (1r)* ASL Video for the Mathematics Assessments (2m)*</td>
</tr>
</tbody>
</table>
## Accessibility Features for Paper-Based PARCC Assessments

<table>
<thead>
<tr>
<th>Features</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Accessibility Feature(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Instrument</td>
<td>The student uses their writing instrument on written responses, to underline, bold, and insert bullets.</td>
<td>Writing Tools (1s)</td>
</tr>
</tbody>
</table>

### Table A2: Presentation Accommodations for Students with Disabilities

<table>
<thead>
<tr>
<th>Presentation Accommodations for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Presentation Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Students may use a range of assistive technologies on the PARCC assessments, including external devices.</td>
<td>Assistive Technology (2a)</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>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. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored.</td>
<td>Magnification/Enlargement Device (1l)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Print Edition (2f)</td>
</tr>
<tr>
<td>Hard Copy Braille Edition</td>
<td>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. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Only transcribed responses will be scored.</td>
<td>Screen Reader Version for Mathematics (2b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refreshable Braille Display with Screen Reader Version for ELA/Literacy (2c)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard Copy Braille Edition (2d)</td>
</tr>
</tbody>
</table>

3 Comparable PBT accommodations for closed captioning and descriptive video are not included in Appendix A because the PBT forms do not include multimedia items.
<table>
<thead>
<tr>
<th>Presentation Accommodations for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Presentation Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactile Graphics</td>
<td>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.</td>
<td>Tactile Graphics (2e)</td>
</tr>
<tr>
<td>Human Reader/Human Signer for the ELA/Literacy assessments, including items, response options, and passages</td>
<td>A student receives an audio representation of the ELA/literacy assessment via a human reader/human signer. 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. IEP teams and 504 plan coordinators should refer to the detailed guidelines in the PARCC Accessibility Features and Accommodations Manual when selecting this accommodation for students.</td>
<td>Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages (2i) ASL Video for the ELA/Literacy Assessments, including items, response options, and passages (2k) Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages (2l)</td>
</tr>
<tr>
<td>Human Signer for Test Directions</td>
<td>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.</td>
<td>Human Signer for Test Directions (2n)</td>
</tr>
<tr>
<td>Student Reads Assessment Aloud to Themselves</td>
<td>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.</td>
<td>Student Reads Assessment Aloud to Themselves (2o)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response Accommodations for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Response Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Students may use a range of assistive technologies on the PARCC assessments, including external devices.</td>
<td>Assistive Technology (3a)</td>
</tr>
<tr>
<td>Braille Note-taker</td>
<td>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. 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.</td>
<td>Braille Note-Taker (3b)</td>
</tr>
<tr>
<td>Braille Writer</td>
<td>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.</td>
<td>Braille Writer (3c)</td>
</tr>
</tbody>
</table>
| Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments) | A student uses a specific calculation device (e.g., large key, talking, or other adapted 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. Specific calculation devices must match the final PARCC Calculator Policy. Allowable calculators include:  
  - Grades 3-5: No calculators allowed  
  - Grades 6-7: Four-function with square root and percentage functions | Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments) (3d) |
<table>
<thead>
<tr>
<th>Response Accommodations for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Response Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Grade 8: Scientific calculators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High School: Graphic calculators (with functionalities consistent with TI-84 or similar models)</td>
<td></td>
</tr>
</tbody>
</table>

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.

| Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) | 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 sessions of the mathematics assessments. If a talking calculator is used, the student must use headphones or test in a separate setting. |
| Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) (3e) | IEP teams and 504 plan coordinators should refer to the detailed guidelines in the PARCC Accessibility Features and Accommodations Manual and PARCC Calculator Policy when selecting this accommodation for students. |

| Monitor Test Response | 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. |
| Monitor Test Response | 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 |

N/A
<table>
<thead>
<tr>
<th>Response Accommodations for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Response Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</td>
<td>ELA/Literacy Selected Response Speech-to-Text (3f)</td>
<td>ELA/Literacy Selected Response Human Scribe (3g)</td>
</tr>
<tr>
<td>ELA/Literacy Selected Response Human Scribe</td>
<td>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.</td>
<td>ELA/Literacy Selected Response Human Signer (3h)</td>
</tr>
<tr>
<td>ELA/Literacy Selected Response External Assistive Technology Device</td>
<td>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).</td>
<td>ELA/Literacy Selected Response External Assistive Technology Device (3i)</td>
</tr>
<tr>
<td>Mathematics Response Speech-to-Text</td>
<td>For administration guidance on scribing and post-test transcription, please refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the Test Administrator Manuals.</td>
<td>Mathematics Response Speech-to-Text (3j)</td>
</tr>
<tr>
<td>Mathematics Response Human Scribe</td>
<td></td>
<td>Mathematics Response Human Scribe (3k)</td>
</tr>
<tr>
<td>Mathematics Response Human Signer</td>
<td></td>
<td>Mathematics Response Human Signer (3l)</td>
</tr>
<tr>
<td>Mathematics Response Assistive Technology Device</td>
<td></td>
<td>Mathematics Response Assistive Technology Device (3m)</td>
</tr>
<tr>
<td>ELA/Literacy Constructed Response Speech-to-Text</td>
<td>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.</td>
<td>ELA/Literacy Constructed Response Speech-to-Text (3n)</td>
</tr>
<tr>
<td>ELA/Literacy Constructed Response Human Scribe</td>
<td></td>
<td>ELA/Literacy Constructed Response Human Scribe (3o)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA/Literacy Constructed Response Human Signer (3p)</td>
</tr>
<tr>
<td>Response Accommodations for Paper-Based PARCC Assessments</td>
<td>Administration Guidelines</td>
<td>Comparable CBT Response Accommodations</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td><strong>ELA/Literacy Constructed Response Human Signer</strong></td>
<td>The student must be tested in a separate setting. IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <em>PARCC Accessibility Features and Accommodations Manual</em> when selecting this accommodation for students.</td>
<td><strong>ELA/Literacy Constructed Response Assistive Technology Device</strong> (3q)</td>
</tr>
<tr>
<td><strong>ELA/Literacy Constructed Response Assistive Technology Device</strong></td>
<td>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. IEP teams and 504 plan coordinators should refer to the detailed guidelines in the <em>PARCC Accessibility Features and Accommodations Manual</em> when selecting this accommodation for students.</td>
<td><strong>Word Prediction External Device</strong> (3r)</td>
</tr>
<tr>
<td><strong>Answers Recorded in Test Book</strong></td>
<td>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.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Table A4: Timing and Scheduling Accommodation for Students with Disabilities

<table>
<thead>
<tr>
<th>Timing and Scheduling Accommodation for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Timing and Scheduling Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Time</strong></td>
<td>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.</td>
<td>Extended Time (4a)</td>
</tr>
</tbody>
</table>

Refer to the Test Administrator Manuals 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.

Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.
Table A5: Accommodations for English Learners on PARCC Assessments

<table>
<thead>
<tr>
<th>Accommodation for Paper-Based PARCC Assessments</th>
<th>Administration Guidelines</th>
<th>Comparable CBT Accommodations for English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Time</td>
<td>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. Refer to the Test Administrator Manuals 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. Refer to Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</td>
<td>Extended Time (4a &amp; 6a)</td>
</tr>
<tr>
<td>Word-to-Word Dictionary (English/Native Language)</td>
<td>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.</td>
<td>Word-to-Word Dictionary (English/Native Language) (6b)</td>
</tr>
<tr>
<td>Mathematics Response Speech-to-Text</td>
<td>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. Student’s responses must be transcribed exactly as dictated.</td>
<td>Mathematics Response Speech-to-Text (6c)</td>
</tr>
<tr>
<td>Mathematics Response Human Reader</td>
<td></td>
<td>Mathematics Response Human Reader (6d)</td>
</tr>
<tr>
<td>Accommodation for Paper-Based PARCC Assessments</td>
<td>Administration Guidelines</td>
<td>Comparable CBT Accommodations for English Learners</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>For administration guidance on scribing and post-test transcription, refer to Appendix C: Protocol for the Use of the Scribe Accommodation.</td>
<td>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator)</td>
<td>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by test administrator) (6e)</td>
</tr>
<tr>
<td>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.</td>
<td>General Administration Directions Clarified in Student’s Native Language (by test administrator) (6f)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed)</td>
<td>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)</td>
</tr>
<tr>
<td>Accommodation for Paper-Based PARCC Assessments</td>
<td>Administration Guidelines</td>
<td>Comparable CBT Accommodations for English Learners</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Large Print Edition of the Mathematics Assessments in Spanish (or other translated languages as needed)</strong></td>
<td>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.</td>
<td>Large Print Edition of the Mathematics Assessments in Spanish (or other translated languages as needed) (6i)</td>
</tr>
</tbody>
</table>
| **Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed)** | 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.  
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. | Text-to-Speech for the Mathematics Assessments in Spanish (or other translated language as needed) (6j)  
Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed) (6k) |
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

In cases where a student requires a text-to-speech accommodation on the PARCC English language arts/literacy and/or a text-to-speech accessibility feature on the PARCC mathematics assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a human reader must provide the accommodation to the student. Human readers who provide the accommodation to a student on the PARCC English language arts/literacy or the accessibility feature on the PARCC mathematics assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

Procedures for Human Readers Providing the Human Reader Accommodation for ELA/Literacy Assessments or the Human Reader Accessibility Feature for the Mathematics Assessments

1. Readers must be trained locally to administer each assessment, as indicated in the PARCC Test Administration Manual (TAM). Readers must sign the Security Agreement in Appendix A of the PARCC TAM.

2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student’s selection of a response in any way.

3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers should be provided a copy of the test and the examiner’s directions two schools days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.

5. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Readers may not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.

7. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student’s answers.

8. Readers must be familiar with the student’s IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA/Literacy and/or Mathematics) the student is designated to receive a human reader. Note: The student may require all or only part of the Mathematics assessment to be read aloud, depending on what is listed in the student’s plan.
9. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc.

10. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.

11. When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.

12. Readers must spell any words requested by the student.

13. When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.

14. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, “Question X refers to the following lines…” then read the lines to the student, followed by question X and the response options.

15. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.

16. If a reader is also scribing the student’s responses, or if another adult will scribe, and the student designates a response choice by letter only (“D,” for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.

17. If the student chooses an answer before the reader has read all the answer choices, the human reader must ask if the student wants the other response options to be read.

18. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: “Do you want me to read the question or any part of it again?” When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

19. Readers must refer to Appendix I: PARCC ELA Audio Guidelines and/or Appendix J: PARCC Mathematics Audio Guidelines to ensure consistency in how items are read.

**Procedures for Providing the Human Reader Accommodation for ELA/Literacy Assessments or the Human Reader Accessibility Feature for the Mathematics Assessments to a Small Group of Students**

Human readers may read the test aloud to a small group of students, rather than individually, provided that each student has the human reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only).

The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a human reader group.
- Students with the human reader accessibility feature for mathematics or human reader accommodation for ELA/literacy that need to be grouped together must be taking the same test form, since test
questions will differ on each form of the test.

• Students not receiving the human accessibility feature for mathematics or human reader accommodation for ELA/literacy may not be tested in the same location as students who are receiving the human accessibility feature for mathematics or human reader accommodation for ELA/literacy.
Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student’s responses by an adult test administrator is a response accommodation that allows students to provide test responses to an adult test administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- verbally,
- using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board),
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing,
- pointing, or
- eye-gazing.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student’s motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently-occurring, though temporary, illness or injury, an Emergency Accommodations Form must be completed and kept on file at the school.

If a student requires a scribe due to an ongoing inability to express through writing/keyboarding, this should be documented in evaluation summaries from locally-administered diagnostic assessments, and must be listed in the student’s IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 plan coordinator.

The use of a scribe is permitted in the following PARCC assessments:

- Mathematics;
- English Language Arts/Literacy assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items; and
- English Language Arts/Literacy Assessments for Prose Constructed Responses. Note: For this accommodation, refer to selection and administration guidelines in the PARCC Accessibility Features and Accommodations Manual (p. 40-42).
Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must:

- be trained by the school or district, as indicated in the PARCC Test Administration Manuals
- sign a PARCC Security Agreement Form
- be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must produce legible text, if transcribing by writing into a test book.
- The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student’s responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record or draft the draft response or outline exactly as dictated without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student’s response before the date of the assessment. During testing, the student may dictate constructed responses either:
  1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
  2. Into a speech-to-text converter (e.g., voice recognition software, etc.), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or unto a paper-based book/answer document. A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform or paper-based test book/answer document.
- When using a speech-to-text converter, augmentative communication device, or other assistive
technology device, hard copies of the student’s response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.

- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.

**Additional Guidelines for the English Language Arts/Literacy Assessment—Prose Constructed Responses.**

**Capitalization and Punctuation**

For the English Language Arts/Literacy Assessment—Prose Constructed Responses *only*, the student is responsible for all capitalization and punctuation. This can be accomplished in one of two ways:

1. **After dictation**: The student can dictate the entire response at one time. The scribe will write/type the response *without* capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.

2. **During dictation**: The student may add capitalization and punctuate as he/she dictates.
   a. For example, when stating the sentence “The fox ran.” the student will say, “Capital T, the fox ran, period”
   b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period”

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

**Rules for Capitalization**

The *scribe can automatically capitalize* in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write “The fox ran. The fox jumped.”

2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The *student must specify* capitalization in the following cases:
1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write “The fox ran the fox jumped.”

2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

**Scribe Parameters during the Assessment**

The following scribing practices are acceptable:

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “no.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student’s response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., “First, set the equations equal to one another;” or “Make sure that the equation is set equal to zero.”
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student’s questions related to the content; e.g., “Is this the right way to set up the problem?” or “Can you tell me what this word means?”
- The scribe cannot alert the student to mistakes he/she made during testing.

**Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech**

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind.
- The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning.
of the content, adding information, or explaining concepts unknown to the student (e.g., student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes “I live in the white house.”)

- Scribe must follow all other acceptable scribing practices.

**Use of Speech-to-Text/Voice-Recognition Software/Devices**

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the PARCC assessments. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the PARCC assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

Upon completion of a test, the student’s responses should be printed out and the guidelines for transcribing student responses followed.

**Guidelines for Transcribing Student Responses (Paper based testing only)**

Certain situations involving scribing of responses during administration of PARCC assessments may require a Test Administrator to transcribe a student’s response in a standard, scorable test booklet or answer document. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers in a test booklet or on blank paper, instead of in the required Test Booklet or Answer Document.
- A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).

If a student’s responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Your state may have additional guidelines. Refer to Appendix C of the Test Coordinator Manual for additional information on your state’s policy. The student’s response must be transcribed verbatim into the Answer Document or Test Booklet. The student’s
original response in an Answer Document/Test Booklet should be returned with secure test materials. The LEA Test Coordinator or School Test Coordinator should write “DO NOT SCORE” or draw an “X” in large font on the front of the original Answer Document/Test Booklet. Do not cover the barcode. Return them with nonscorable test materials.

- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper or online form of the PARCC Assessments.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely shredded.

Procedures for Transcribing Student Responses for Computer-Based Testing

Selected Response and Technology Enhanced Items

For selected response and technology enhanced items, student responses must be entered into TestNav during the test session by the Test Administrator. Once the student reaches the end of the test with all Selected Response and Technology Enhanced Items completed, the Test Administrator should have the student EXIT the test but not submit the test.

Constructed Response Items

During administration of computer-based PARCC assessments, students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator before the online testing window closes. In these situations, the following steps must be followed.

- As the student encounters constructed responses, he/she should use his/her device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.

- Once the student reaches the end of the test, the Test Administrator should have the student EXIT the test but NOT submit the test.

- The Test Administrator must set the test to Resumed status within PearsonAccess; refer to the PearsonAccess User Guide for instructions on how to resume students.

- The Test Coordinator must request the test be unlocked by calling Pearson Support at 1-888-493-9888 at least 24 hours in advance of transcribing responses.

  - Before calling, please have the following information available.
    - Full Name of Test Administrator conducting transcription
    - District Name and Code as displayed in PearsonAccess School Name and Code as displayed in PearsonAccess

January 2015
• Student Name
• Student Unique ID
• Class Name
• Test Session Name
• Grade/Subject

- Notify the Pearson Support Agent that you need the test unlocked to transcribe responses for an approved student accommodation.

- Once the test has been unlocked, the Test Administrator must log into TestNav as the student and navigate to the items for transcription.

- At least two persons must be present during any transcription of student responses. One of the individuals must be an authorized Test Administrator.

- The student’s responses must be transcribed **verbatim** into TestNav. *(See note above about scribing signed responses in English.)*

- Once all items have been transcribed, the Test Administrator will submit the test.

- After transcription is complete, all original student responses that were printed from an assistive technology device must be securely shredded.
Appendix D: Text-to-Speech, Screen Reader, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments

Individualized Education Program (IEP) or 504 Plan Decision-Making Tool

Directions: This tool has been developed to assist IEP teams and 504 plan coordinators in identifying students who may be appropriate candidates to receive the accommodation for text-to-speech (computer-based), screen reader (computer-based), ASL video (computer-based), or human reader/human signer (paper-based) for the PARCC ELA/literacy mid-year, performance-based, and/or end-of-year assessments. PARCC states will each determine whether this tool is optional or required, based on their individual state policies or practices.

Student’s Name: _____________________________________  D.O.B: ______________  Grade: _______

School/Program: _____________________________________  State ID #/Local ID#: ______________

District/LEA: _________________________________________  State: ______________

<table>
<thead>
<tr>
<th>IEP Team Members or 504 Plan Coordinator/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>IEP Team Chairperson or 504 Coordinator:</td>
</tr>
<tr>
<td>Special Education Teacher(s):</td>
</tr>
<tr>
<td>General Education Teacher(s):</td>
</tr>
<tr>
<td>IEP Team member(s) qualified to interpret reading evaluation results:</td>
</tr>
<tr>
<td>Parent(s)/Guardian:*</td>
</tr>
<tr>
<td>Student (if a team participant):</td>
</tr>
<tr>
<td>Other IEP team member(s):</td>
</tr>
</tbody>
</table>

Verification of Parent/Guardian Notification (optional):*  __________  (Parent/Guardian Initials)

I have been informed by my child’s school that my child will receive a text-to-speech, screen reader, ASL video or human reader/human signer accommodation for a PARCC English language arts/literacy assessment. I understand that my child’s assessment report will include a notation that the text-to-speech, screen reader, ASL video or human reader/human signer accommodation was given.

* If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the text-to-speech, screen reader, ASL video, or human reader/human signer accommodation to the student, and keep this form with the student’s records.
If all guidelines listed are met, and the student is given the *text-to-speech, screen reader, ASL video, or human reader/human signer* accommodation for the PARCC English language arts/literacy assessment, he/she will receive a valid score on the assessment. If all guidelines are *not* met, and the student is given the *text-to-speech, screen reader, ASL video, or human reader/human signer* accommodation on a PARCC English language arts/literacy 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 assessment.

<table>
<thead>
<tr>
<th>Guidelines for IEP Team or 504 Plan Consideration</th>
<th>Additional Guidance</th>
<th>Agree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has an Individualized Education Program (IEP) or 504 plan.</td>
<td>Student has an approved IEP or current 504 plan.</td>
<td>□  Agree  □  Disagree</td>
</tr>
</tbody>
</table>

In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:

- Blindness or a visual impairment and has not yet 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.

For the *screen reader accommodation*, the IEP team or 504 plan coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille.

For the *text-to-speech, ASL video, or human reader/human signer accommodation*, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text.

This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.

The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student’s ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.

States may provide additional guidance for their respective states based on state policy or practice.
Before listing the accommodation in the student’s IEP or 504 plan, teams and plan coordinators should also consider whether:

- The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;
- The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or
- 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.

States may provide additional guidance for their respective states in order to define intensive instruction and interventions based on state policy or practice.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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</table>

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech, screen reader, ASL video, or human reader/human signer accommodation to the student on the English language arts/literacy assessment(s):

1.) Name of Diagnostic Evaluation or Educational Assessment: ______________________________________
   ______________________________________________________________________________________

   Name and Title of Examiner: ______________________________________________________________________
   Most Recent Testing Date: ______________________________________________
   Score(s):  _____  ____________ __________________________________________
   Provide a Summary of the Results: ________________________________________________________________
   _________________________________________________________________________________________
   _________________________________________________________________________________________

2.) Name of Diagnostic Evaluation or Educational Assessment: ______________________________________
   ________________________________________________________________________________________

   Name and Title of Examiner: ______________________________________________________________________
   Most Recent Testing Date: ______________________________________________
   Score(s):  _____  ____________ __________________________________________
   Provide a Summary of the Results: ________________________________________________________________
   _________________________________________________________________________________________
   _________________________________________________________________________________________
   _________________________________________________________________________________________
3.) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 plan coordinators regarding the text-to-speech, screen reader, ASL video, or human reader/human signer accommodation for the PARCC English language arts/literacy assessment(s):

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

List the instructional interventions and supports specifically related to reading that are currently provided to the student:

• Intensive reading interventions have been provided to the student for _____ years.

• List the specific school years and frequency___________________________________________________

• Describe and list the specific reading intervention(s) provided to the student:
_______________________________________________________________________________________
_______________________________________________________________________________________

List any additional relevant information regarding the student:
________________________________________________________________________________________
________________________________________________________________________________________
Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation

What is the Extended Time Accommodation?

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For PARCC, this accommodation provides additional time for a student to complete the Performance-Based or End-of-Year assessments beyond the time allotted for the test or test unit. Students with disabilities, students who are English learners (EL), and students who are EL with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test unit. Single test units may not extend beyond one school day. (For exceptions, refer to Appendix F: Unique Accommodations Request Form.)

Who can benefit from the Extended Time Accommodation?

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:

- to process written text (e.g., for a student who processes information slowly or has a human reader)
- to write (e.g., for a student with limited dexterity)
- to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe)
- for a student who needs frequent breaks that may extend the time needed to complete testing.

Documenting the Extended Time Accommodation in a Student’s Individualized Education Plan (IEP), 504 Plan, or if required by the PARCC member state, an EL Plan

For PARCC purposes, extended time must be documented in a student’s IEP, 504 plan, or if required by the PARCC member state, an EL plan based on data or observations of the student’s performance in past assessments. Where possible, each student’s IEP, 504, or if required by the PARCC member state, an EL plan should document the amount of extended time anticipated for PARCC assessments. Decisions regarding extended time should align with state policies. These decisions must be made on a case-by-case basis based on the student’s needs and any other accommodations being provided for the assessment for which the extended time will be needed. Teams should consider whether the unit time provided will meet the student’s needs prior to including a provision for extended time in student plans.

Planning and Logistics for Administering the Extended Time Accommodation

Students who require this accommodation should need to take the test in a separate setting to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The planning process includes consideration of additional accommodations, available technology, physical space, and personnel coverage, all of which will need to be determined well in advance of testing.

Procedure for Ending the Extended Time Accommodation with Students

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student’s schedule lunch, then the test administrator must either accompany the student to lunch and remain with him or her, or bring the student’s lunch to the testing room. If the Test Administrator observes that the student is no longer productively engaged, an inquiry may be made regarding testing status. Once the extended time provision is exhausted, the test administrator should proceed to the next test unit or end the testing process.
Appendix F: Unique Accommodation Request Form

**Directions:** If a student with a disability or an English learner requires an accommodation (i.e., a “unique accommodation”) that is not listed in the PARCC Accessibility Features and Accommodations Manual, and does not change the construct being measured by the test, the school may request approval for use of the accommodation using this request form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability; and if required by the PARCC member state, an English Learner (EL) plan, for an English learner.

To request approval for a unique accommodation, this form must be completed and submitted to the PARCC member state by the principal or designee or District Assessment Coordinator, as required by the PARCC member state, **at least six weeks prior** to testing to ensure a timely state response is received. A copy of this form must be kept in the student’s file and, if appropriate, retained at the district office.

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Principal/Desigee or District/LEA District Assessment Coordinator:</td>
</tr>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>District/LEA Name:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Grade:</td>
</tr>
<tr>
<td>Indicate type of plan:</td>
</tr>
<tr>
<td>IEP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC Test Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>For which PARCC assessment are you seeking approval to use the unique accommodation:</td>
</tr>
</tbody>
</table>

| Provide a brief description of the accommodation for which you are requesting approval: |

| Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments: |

November 2014
Describe the planning needed for provision of this accommodation on PARCC tests (e.g., school staff, space, and/or specialized tools or equipment needed):

In submitting this form to your state for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student’s IEP, 504 plan, and if required by the PARCC member state, an EL plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- The proposed accommodation is used, as appropriate, for routine class instruction and assessment.

For State (SEA) Use Only: Approval/Denial of Request
(This completed section will be returned to your school prior to testing.)

☐ This request has been approved. ☐ This request has been denied.

State Staff Name and Position:

Signature: Date:
Appendix G: Use of an Emergency Accommodation on a PARCC Assessment

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the PARCC test, this form must be completed and maintained in the student’s assessment file. The parent must be notified that an emergency accommodation was provided. No state approval is required for emergency accommodations. Please consult with your local district office for approval if required by your PARCC member state. If appropriate, this form may also be submitted to the district assessment coordinator to be retained in the student’s central office file.

<table>
<thead>
<tr>
<th>District/LEA Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Telephone #:</td>
</tr>
<tr>
<td>Student Name:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Student ID#:</td>
<td>DOB:</td>
</tr>
</tbody>
</table>

Name and Title of Person Completing this Form:

_______________________________  ________________________________
Staff Member’s Name  Title/Position

Reason for needing an emergency test accommodation (attach documentation if needed):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Describe what the testing accommodation will be:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Who will administer the accommodation?

_______________________________  ________________________________
Staff Member’s Name  Title/Position

Principal Signature  Date

Local Accountability Coordinator Signature  Date

(if appropriate or required)
Appendix H: Student Accommodation Refusal Form

Directions: If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 plan, or if required by the PARCC member state, an English Learner (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 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 English Learner (EL) plan.

Student Name: ________________________________ Date: ________________________________
Grade: ____________________________ Student ID#: ____________________________
School Name: ________________________________
School District/LEA: _______________________________________________________________________
PARCC Assessment: ____________________________
Test Administrator: ____________________________
Accommodation(s) refused: ____________________________

_____________________________________________________
Reason for refusal: ____________________________

_____________________________________________________

Comments:

_____________________________________________________

_____________________________________________________

_____________________________________________________

Student’s Signature (optional): _______________________________________________________________________

Signature of Test Administrator: _______________________________________________________________________

Keep this form on file at the school.
A copy must be sent home to the parent.
Appendix I

PARCC ELA Audio Guidelines

Version 3.0
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change History Log</td>
<td>3</td>
</tr>
<tr>
<td>Visuals</td>
<td>4</td>
</tr>
<tr>
<td>Guidelines for Text-to-Speech Descriptions</td>
<td>4</td>
</tr>
<tr>
<td>Classifications for Embed Coding Scheme for Text Descriptions</td>
<td>4</td>
</tr>
<tr>
<td>Ellipses</td>
<td>5</td>
</tr>
<tr>
<td>Quotations and Quotation Marks</td>
<td>6</td>
</tr>
<tr>
<td>Emphasis for Underline, Bold, Italics, Capitalization</td>
<td>7</td>
</tr>
<tr>
<td>Word Webs</td>
<td>10</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>13</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>16</td>
</tr>
<tr>
<td>Different Types of Text</td>
<td>18</td>
</tr>
<tr>
<td>Play, Example 1</td>
<td>18</td>
</tr>
<tr>
<td>Play, Example 2</td>
<td>18</td>
</tr>
<tr>
<td>Poem, Example 1</td>
<td>19</td>
</tr>
<tr>
<td>Poem, Example 2</td>
<td>21</td>
</tr>
<tr>
<td>Political Cartoons</td>
<td>24</td>
</tr>
<tr>
<td>Maps</td>
<td>25</td>
</tr>
<tr>
<td>Timelines</td>
<td>27</td>
</tr>
<tr>
<td>Fill in the Blank</td>
<td>28</td>
</tr>
<tr>
<td>Pictures</td>
<td>29</td>
</tr>
<tr>
<td>Boxed Sentences or Paragraphs</td>
<td>34</td>
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<tr>
<td>11.5.14</td>
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</tbody>
</table>
Visuals

Guidelines for Text-to-Speech Descriptions

Use these guidelines to describe visuals for text-to-speech scripts:

Read the title.

Provide a general overview of the image. (i.e., A map of South America, a graphic organizer with a center circle and four circles radiating outward)

Begin with the main section of the image.

Describe the details in a succinct manner using grade-level appropriate vocabulary.

Omit minor details that are irrelevant (a box to the left of the person).

If facial expressions or body language are important, do not assume a blind student can interpret them. For example, it is better to describe a person as worried than to state that the person has furrowed brows.

When describing several people in an image, label each one clearly so they are not mixed up. (i.e., tall man, elderly man, little boy)

Describe only what is seen in the image. Do not provide interpretation or additional information.

Classifications for Embed Coding Scheme for Text Descriptions

An embed code within the alt text will be included for all test items with visual elements. The embed code will be classified as a 1, 2 or 3. The description of each level is listed below:

[1] is not construct-relevant and can be eliminated (e.g., it is only there for engagement purposes). For example, a picture of an elephant added purely for engagement would have alt text that reads “elephant [1]” or “picture of elephant [1].”

[2] is construct-relevant and can be represented using accompanying textual description. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. The dashed arrow starts at zero people, sixty dollars and points to a little less than sixteen people, midway between one hundred and one hundred ten dollars. The solid arrow starts at zero people, a little less than ten dollars and points to a little more than fourteen people, a little less than one hundred ten dollars. [2]

[3] is construct-relevant and can be represented using accompanying textual description together with a tactile representation or physical manipulative. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. [3]

Accessibility experts will be trained on this embedded coding scheme during the item tagging phase of item development.
Ellipses

Example

22. Which statement best represents a turning point in the story?

A. "Suddenly he seemed to know that if he were to survive, he must learn how to fly . . . ."
B. "Albert jumped up and down and screeched for them to rescue him, but they could do nothing."
C. "When he tried to climb the rocks to the ridge top, he slid backward on his rear."
D. "Albert watched as his brother pumped his wings wildly and zigzagged far above the ground."

Audio Guideline

Text Only/Text and Graphics

When an ellipsis is used to signify missing text in a sentence, read as “pause ‘dot, dot, dot’ pause.”

Note: Pauses in each application of the audio guidelines in this document are represented by an En Dash with a space on either side of the En Dash.

Application of Audio Guideline

Example

Which statement best represents a turning point in the story?

A: Suddenly he seemed to know that if he were to survive, he must learn how to fly – dot - dot – dot -
Quotations and Quotation Marks

Example 1

In this poem, “the smell of the damp” reminds the speaker of the
- A. dark shade.
- B. strips of sunlight.
- C. moss that is growing.
- D. wooden porch boards.

Example 2

Inside the bottle, the “white-tipped waves” are made out of
- A. water.
- B. paper.
- C. clay.
- D. wood.

Example 3

Mill argues against using St. Paul's epistles as a means for discrimination against women because “‘The powers that be are ordained of God’ gives his sanction to military despotism to that alone, as the Christian form of political government, or commands passive obedience to it.”

Audio Guideline

Text Only/Text and Graphics
a. Quotation marks should be read as “quote” before the text and “end quote” after the text.
b. If the quotes surround the title of a work, do not say, “quote.”
c. If both single and double quotes occur in a single passage, item, or paragraph, specify with “single quote,” “end single quote,” “double quote,” and “end doublequote.”

Application of Audio Guideline

Example 1:

In this poem – quote - the smell of the damp - end quote - reminds the speaker of

A dark shade.

B strips of sunlight.
C moss that is growing.
D wooden porch boards.

Example 2:
Inside the bottle, the – quote - white-tipped waves - end quote - are made out of
A water.
B paper.
C clay.
D wood.

Example 3
Mill argues against using St. Paul’s epistles as a means for discrimination against women because - double quote - single quote - the powers that be are ordained of God – end single quote - gives his sanction to military despotism to that alone, as the Christian form of political government, or commands passive obedience to it - end double quotes -

Emphasis for Underline, Bold, Italics, Capitalization

Example 1

Based on the first paragraph, a cradle is a kind of
A. bed.
B. house.
C. craft.
D. weapon.

Example 2
Audio Guideline

Text Only/Text and Graphics

Emphasize words that are underlined, bolded, italicized, or capitalized.

Pause before and after the emphasized word(s) to differentiate between emphasis and normal formatting.

Do not read differently or pause for italics, underline, or bold if they are being used for the directions before a passage or item and are not part of the prompt, question, or answers.

Application of Audio Guideline

Example 1

Based on the first paragraph, a – cradle - is a kind of

A: bed.
B: house.
C: craft.
D: weapon.
Example 2
In paragraph eleven, what do the words – to its fullest - most likely - mean?
A: with each other
B: some of the time
C: with other tribes
D: as much as they could

Example 3
The suffix - less - in the words – helpless - and – careless - means
A: most.
B: tiny.
C: some.
D: without.
Word Webs

Example 1

13. Using the reading selection, write two other tricks caterpillars use to try to get away from their enemies.

1. __________________________
   __________________________
   __________________________

2. __________________________
   __________________________
   __________________________
Example 2

10. Use details from the reading selection to complete the web below.

Facts about snowflakes

float to the ground

Example 3

*Jimmy made this web. Use it to answer questions 14 and 15.*

- Riding bikes
- Looking at plants growing along the trail
- Several miles long
- Riding horses

What the trail is used for
Audio Guideline

Text Only

Read the title of the word web, if available, before reading the rest of the text in the word web.

Text and Graphics

Begin by giving a very brief orientation that includes

- that it is a word web
- the attributes of the word web (number of cells, rows, etc.)

Read the word web in a logical manner that helps the student easily navigate the information. While many word webs can be read left to right, top to bottom, some word webs are better read bottom to top or from the middle.

Use common language throughout the item and the test when referring to word webs and their attributes (labels, blank cells, stems, etc.).

Application of Audio Guideline

Example 1

A word web containing four cells. The center cell is labeled “Tricks Caterpillars Use.” A cell connecting to the center cell is labeled “hump up their backs.” The two other cells connecting to the center cell contain space to write two other tricks caterpillars use.

Example 2

A word web containing four cells. The center cell is labeled “Facts about snowflakes.” A cell connecting to the center cell is labeled “float to the ground.” The two other cells connecting to the center cell contain space to write.

Example 3

A web containing five cells. The center cell is labeled “What the trail is used for.” The four cells connecting to the center cell are labeled “Riding bikes,” “Riding horses,” “Looking at plants growing along the trail,” and “Several miles long.”
Pronunciation

Example 1

2 Which word rhymes with cone?
- A. both
- B. done
- C. corn
- D. own

Example 2

11 Which word has the same vowel sound as soak?
- A. stir
- B. look
- C. kick
- D. rope

Example 3

62 Which phrase from the report contains an underlined word that is spelled incorrectly?
- A. ancient mazes
- B. friends and nieghbors
- C. previous ones
- D. several surprises
Audio Guideline

Text Only

If the question or stem has the word that rhymes or has a specific sound, read that word, but do not read the answers.

Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

Text and Graphics

When an item is measuring rhyming of words or sounds of words, speak the individual letters in the word instead of speaking the word. If the question or stem has the word that rhymes or has a specific sound, read that word and spell out the answer options.

For questions containing intentionally misspelled words, spell out any word for which the student needs to consider spelling correctness/incorrectness.

Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

Application of Audio Guideline

Example 1

Text Only

Which word rhymes with cone?

A: A
B: B
C: C
D: D

Text and Graphics

Which word rhymes with - cone?

A: B – O – T - H
B: D – O – N - E
C: C – O – R - N
D: O – W - N
Example 2

Text Only

Which word has the same vowel sound as soak?
A: A
B: B
C: C
D: D

Text and Graphics

Which word has the same vowel sounds as - soak?
A: S – T – I - R
B: L – O – O - K
C: K – I – C - K
D: R – O – P - E

Example 3

Text Only

Which phrase from the report contains an underlined word that is spelled incorrectly?
A: A
B: B
C: C
D: D

Text and Graphics

Which phrase from the report contains an underlined word that is spelled incorrectly?
A: A – N – C – I – E - N - T mazes
Graphic Organizers

Example 1

38. “We put the crushed cocoa beans into a chocolate pot.”

Which column in the graphic organizer below would include this detail?

A. Characters
B. Setting
C. Main Events
D. Theme
Example 2

According to information in the selection, which phrase should be added to the graphic organizer above?

A. makes chowder from conchs
B. hollows a log to make a canoe
C. plants cacao trees in the shade
D. crushes cocoa beans in a mortar

Audio Guideline

Text Only

Read the title of the graphic organizer, if available, before reading the rest of the text in the graphic organizer.

Text and Graphics

If the organizer is structured like a table or has a structure similar to a table, refer to the PARCC Math Audio Guidelines document.

If the organizer is structured like a word web, follow the rules in this document for word webs.
Application of Audio Guideline

Example 1

Graphic organizer with a cell labeled “Characteristics of Fiction” at the top. Below the top cell there are four columns and two rows. The first row has columns labeled “Characters,” “Setting,” “Main Events,” and “Theme.” Below each labeled cell is a blank cell.

Example 2

Center cell, Mama’s Jobs; connecting cells, read clockwise from the top, makes lunch, removes meat from conch shells, helps prepare cocoa beans, blank.

Different Types of Text

Play, Example 1

Setting: Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard (pounding drum and chanting): The forest is mine all night and all day. . .

Turtle (shouting over drum): Good morning, Leopard. I’ve been listening to your music. You have a fine sounding drum and a fine voice as well.

(Leopard stops pounding drum and looks up.)

Play, Example 2

Jay: Who’s that? (Turning the flashlight on the man)

Louie: Get that light outta my face and go back to sleep, Kid.

Jay: There’s nothing here to steal, Mister. I swear.

Louie: Is that you, Jay?

Jay: Yeah, who are you?

Louie: It’s Uncle Louie.

Jay: Uncle Louie? No kidding? . . . Arty! It’s Uncle Louie.
Application of Audio Guideline

Example 1

Setting: - (Voice 1) - Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: - (Voice 1) - Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard - (Voice 1) - pounding drum and chanting: - (Voice 2) - The forest is mine all night and all day- dot – dot – dot -

Turtle - (Voice 1) - shouting over drum: - (Voice 2) - Good morning, Leopard. I’ve been listening to your music. You have a fine sounding drum and a fine voice as well. - (Voice 1) - Leopard stops pounding drum and looks up.

Example 2

Jay - (Voice 1) - Who’s that? - (Voice 2) - Turning the flashlight on the man.

Louie - (Voice 1) - Get that light outta my face and go back to sleep, Kid.

Jay - (Voice 1) - There’s nothing here to steal, Mister. I swear.

Louie - (Voice 1) - Is that you, Jay?

Jay - (Voice 1) - Yeah, who are you?

Louie - (Voice 1) - It’s Uncle Louie.

Jay - (Voice 1) - Uncle Louie? No kidding? – dot – dot – dot - Arty! It’s Uncle Louie.

Poem, Example 1

Carrying the Snake to the Garden

In the cellar
was the smallest snake
I have ever seen.
It coiled itself
in a corner
and watched me
with eyes
like two little stars
set into coal,
and a tail
that quivered.
One step
of my foot
and it fled
like a running shoelace,
but a scoop of the wrist
and I had it
in my hand.
I was sorry
for the fear,
so I hurried
upstairs and out the kitchen door
to the warm grass
and the sunlight
and the garden.
It turned and turned
in my hand
but when I put it down
it didn’t move.
I thought
it was going to flow
up my leg
and into my pocket.
I thought, for a moment,
as it lifted its face,
it was going to sing.
And then it was gone.

—Mary Oliver
Poem, Example 2

Sheepdog

In the green field stand the scattered sheep,
pretending innocence,
and the Shepherd standing
just beyond the field—
and at the Shepherd’s feet, poised,
the rough-coat collie dog, with one thought only.
It is the woolies.
Her eyes, one blue, one brown
never leave them.

When the Shepherd’s whistle
releases her,
she’s off, like an arrow, running east,
her bared teeth showing
the wolf that still lives in her.
She circles wide, closing in,
a black and white blur at
the edge of a sheep’s bad dream.
But the Shepherd whistles, twice for right
and once for left.

and the dog holds back,
bringing order out of her own wildness,
serving the man’s need.

By sundown,
the circle is complete.

The sheep are penned.
The tired Shepherd, the panting dog
head for home, each
more than they would be alone,
the ring the dog marked, running,
symbol of their union.
Audio Guideline

Text Only
Read the poem paying attention to the layout of the stanzas. Do not reference given line numbers.

Use extended pauses for the start of a new stanza.

Text and Graphics
Read the poem paying attention to the layout of the stanzas. Reference the line numbers associated with the first and last line of a stanza. For example, say, “Start of stanza line 12 . . . End of stanza line 18.”

Use extended pauses for the start of a new stanza or reference the new stanza if deemed necessary.

Use the above rules for emphasis.

Application of Audio Guideline

Example 1
Read the poem as is line by line.

Example 2
In the green field stand the scattered sheep,
pretending innocence,
and the Shepherd standing
just beyond the field
and at the Shepherd’s feet, poised,
the rough-coat collie dog, with one thought only.

- *It is the woolies.* -

Her eyes, one blue, one brown
never leave them. – End of stanza – line 9

Start of stanza – line 10 - When the Shepherd’s whistle
releases her,

she’s off, like an arrow, running east,

her bared teeth showing
the wolf that still lives in her.
The circle is wide, closing in,
a black and white blur at
the edge of a sheep’s bad dream.
But the Shepherd whistles, twice for - right
and once for - left,
and the dog holds back,
bringing order out of her own wildness,
serving the man’s need. – end of stanza – line 22

start of stanza – line 23 - By sundown,
the circle is complete.
The sheep are penned.
The tired Shepherd, the panting dog
head for home, each
more than they would be alone,
the ring the dog marked, running,
symbol of their union. – end of stanza – line 30 -
According to the cartoon, what is a criticism of the juvenile justice system?

A. The system gives judges little choice in punishment.
B. The juvenile justice system wastes too much money.
C. The government has too much control over the lives of juveniles.
D. The courts make the community responsible for juveniles’ actions.

**Audio Guideline**

Text Only

Read the title of the political cartoon, if available, before reading the rest of the text in the political cartoon.

Text and Graphics

Start by stating that it is a political cartoon.

Pay special attention to any writing in the cartoon (labels, titles, signs, etc.).

Read the caption of the cartoon.
Application of Audio Guideline

Example

A political cartoon showing an officer standing behind a boy who is standing before a judge. The judge has an open book that is titled “Comprehensive guidelines for sentencing juvenile offenders.” The caption of the cartoon is I’m sorry, kid, but it really hurts me more than it hurts you.

Maps

Example

(Part of a passage and section on Machu Picchu that references many of the countries, cities, and geographical features labeled)
Audio Guideline

Text Only

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

Text and Graphics

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

For maps, a few words can be used to describe the map unless the item requires the student to use the map to answer the question.

Application of Audio Guideline

Example

A map showing a portion of South America: Ecuador; Amazon River; Urbamba River; Peru; Vilcabamba, Brazil; Machu Picchu; Andes Mountains; Cuzco, Bolivia; Atacama Desert; Chile; Argentina.
Example 1

Timelines

Example 2

Audio Guideline

Text Only

Read the title of the timeline and text from top to bottom, column to column.

Text and Graphics

State that it is a timeline and read the title first or any brief note of what the timeline represents.

State the direction of the timeline and direction of reading.

Read the timeline in chronological order, keeping text with the corresponding date.

Read the date first, followed by the corresponding text that accompanies it.
Application of Audio Guideline

Example 1

A timeline of Edmund Halley’s life. From left to right, the timeline reads, sixteen fifty-six, Edmund Halley is born; sixteen eighty-two, Halley observes the comet for the first time; sixteen eighty-four, Halley visits Isaac Newton to discuss the laws of gravity; seventeen oh-four, Halley focuses on the study of comets; seventeen forty-two, Halley dies; seventeen fifty-nine, The comet returns to view as Halley predicted.

Example 2

A timeline of Benito Juarez’s life. From left to right the timeline reads, eighteen oh-six, Born in an Indian village in Mexico; eighteen eighteen, Left home and walked forty-one miles to Oaxaca; eighteen twenty-one, Began his education at a seminary; eighteen forty-seven, Became governor of the state of Oaxaca; eighteen fifty-three, Escaped to New Orleans after General Santa Anna seized the government; eighteen fifty-five, Returned to Mexico and helped the revolution overthrow Santa Anna; eighteen fifty-seven, Became Minister of Justice; eighteen sixty-one, Elected President of Mexico; eighteen seventy-two, Died in Mexico City.

Fill in the Blank

Example

2. The word clothes belongs in which sentence?
   - A. My old ____ no longer fit me.
   - B. Please ____ the door on your way out.
   - C. The lights will come on at the ____ of the show.
   - D. She had to _____ the store because of the storm.

Audio Guideline

Text Only

Read the blank element with a pause, then “blank” followed by a pause.

Text and Graphics

Read the blank element with a pause, then “blank” followed by a pause.
If the space to be filled in has a question mark, read it as “unknown x” where x is the line, box, bubble, cell, etc.

For technology enhanced items where the blank is in the shape of a box, read the blank box with a pause, then “blank box” followed by a pause.

**Application of Audio Guideline**

Example

*Text Only; Text and Graphics*

A: My old - blank - no longer fit me.

B.: Please - blank - the door on your way out.

C: The lights will come on at the – blank - of the show.

D: She had to - blank - the store because of the storm.

**Pictures**

Example 1

American scientists and their helpers who are traveling to the interior of Antarctica fly from Christchurch, New Zealand, on U.S. Air Force planes, operated by the 109th Airlift Wing of the
New York Air National Guard. These LC-130s are outfitted with skis instead of wheels for landing on the ice runways.

The flight from Christchurch to McMurdo Station, the biggest American base in Antarctica, takes eight hours. Boomerang flights—ones that turn around midway—are common. The planes can’t carry enough fuel to fly to Antarctica and back again to New Zealand. They must refuel in Antarctica. But when there’s a blizzard on the ice, the pilots can’t land to refuel. So at the midway point, the pilot always radios ahead. If there’s a chance of a storm, the plane turns around and flies back to New Zealand. One third of all flights headed for Antarctica are forced to turn around midway. This midway point is called the point of no return.

Example 2
Reminiscing
by Ralph Cortez

1. Watermelons were so much sweeter then,
2. When boys were the stuff of super men,
3. And summers seemed so much longer too,
4. With nothing pending and nothing due.
5. We were swordsmen—swashbuckling heroes,
6. Eternal victors—never zeroes;
7. Second basemen and clean-up hitters;
9. Play was a ritual in those days,
10. To go on magical mind forays,
11. To play the game with aplomb and ease,
12. To venture forth when and where we’d please.
13. We would feign death, and then rise up again.
14. Watermelons were so much sweeter then.

Piano
by D. H. Lawrence

1. Softly, in the dusk, a woman is singing to me:
2. Taking me back down the vista of years, till I see
3. A child sitting under the piano, in the boom of the tingling strings
4. And pressing the small, poised feet of a mother who smiles as she sings.
5. In spite of myself, the insidious mastery of song
6. Betrays me back, till the heart of me weeps to belong
7. To the old Sunday evenings at home, winter outside
8. And hymns in the cozy parlor, the tinkling piano our guide.
9. So now it is vain for the singer to burst into clamor
10. With the great black piano appassionato. The glamour
11. Of childish days is upon me, my manhood is cast
12. Down in the flood of remembrance, I weep like a child for the past.
[Public Domain]
Whites and African Americans participated and sometimes worked together. Many of the African Americans were escaped slaves themselves, but they continued to risk their lives to help others. There were ordinary farmers, ministers, and housewives. Many well-known political and religious leaders from the black and white communities were also active supporters. In 1859, a congressman named Owen Lovejoy gave a speech in which he announced that he worked with the Underground Railroad. In the speech, he boldly said: “Owen Lovejoy... aids every fugitive that comes to his door and asks it. Proclaim it then from the housetops. Write it on every leaf that trembles in the forest, make it blaze from the sun at high noon.”

Audio Guideline

Text Only

After the paragraph that refers to the picture, read the title, if available. Read embedded text and/or caption, and then read text.

Text and Graphics

Before describing the picture, it should be determined whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, the picture will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. In this case, a very brief description may suffice.

In other cases, the caption or embedded text will describe the picture and only limited additional information is necessary.
In general, read the title of the picture or caption (if it is meant to serve as a title) if there is one.

**Application of Audio Guideline**

Example 1

A picture showing an airplane.

American scientists and their helpers who are traveling to the interior of Antarctica fly from Christchurch, New Zealand, on U.S. Air Force planes, operated by the 109th Airlift Wing of the New York Air National Guard. These LC-130s are outfitted with skis instead of wheels for landing on the ice runways.

The flight from Christchurch to McMurdo Station, the biggest American base in Antarctica, takes eight hours. Boomerang flights—ones that turn around midway—are common. The planes can’t carry enough fuel to fly to Antarctica and back again to New Zealand. They must refuel in Antarctica. But when there’s a blizzard on the ice, the pilots can’t land to refuel. So at the midway point, the pilot always radios ahead. If there’s a chance of a storm, the plane turns around and flies back to New Zealand. One third of all flights headed for Antarctica are forced to turn around midway. This midway point is called the point of no return.

Example 2

A picture of a sliced watermelon.

A picture of a piano with musical notes coming from it.

Example 3

A picture of a slave with chains on his hands and feet. The caption reads “Am I Not a Man and a Brother?”
Boxed Sentences or Paragraphs

Example 1

“This is your last chance to change your mind,” said the operator.

What does the sentence suggest about a ride on the Space Shot?

Example 2

Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn’t go away.

Which of the following words is an adjective as it is used in the sentence?

Audio Guideline

Text Only

Read the boxed sentence/word as is with a pause before and after to reflect a return to normal formatting.

Text and Graphics

Preface the boxed sentence/word by saying “boxed x” (x being sentence, word, etc.).

Pause after reading the information in the box to indicate a return to normal formatting.
Application of Audio Guideline

Example 1

What does the sentence suggest about a ride on the Space Shot?

Boxed sentence, - This is your last chance to change your mind, - said the operator. -

(Answer options are read.)

Example 2

Which of the following words is an adjective as it is used in the sentence?

Boxed sentence, - Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn’t go away. -

(Answer options are read.)
References

Appendix J

PARCC Mathematics Audio Guidelines
Version 3.0

November 2014
# Table of Contents

Change History Log ............................................................................................................ 5
Visuals ..................................................................................................................................... 7
  Guidelines for Text-to-Speech Descriptions .............................................................................. 7
  Classifications for Embed Coding Scheme for Text Descriptions ............................................. 7
Symbols ...................................................................................................................................... 8
  Money ($) .................................................................................................................................. 8
  Angles/Triangles ( ° and △ ) ..................................................................................................... 9
  Ratios (:) .............................................................................................................................. 10
  Equal Signs (=) .................................................................................................................. 10
  Pi (π) ..................................................................................................................................... 10
  Approximately equal to ( | ) ................................................................................................. 11
  Less than (<) ...................................................................................................................... 11
  Less than or equal to ( ≤ ) .................................................................................................. 12
  Greater than (>) .................................................................................................................. 12
  Greater than or equal to ( ≥ ) .......................................................................................... 12
  Dashes (–) ......................................................................................................................... 13
  Temperatures (°F and °C) ..................................................................................................... 13
  Parallels (RS∥XY) ................................................................................................................ 14
  Perpendiculars ( α ) ............................................................................................................. 14
  Abbreviations (ft., km) ........................................................................................................ 14
  Measurement (“’ cm^2”) ....................................................................................................... 15
  Number Signs (#) ................................................................................................................ 16
  Empty/Unknown Boxes + , , ? ......................................................................................... 17
  Not equal to ( ≠ ) ............................................................................................................... 17
  Arc + , .............................................................................................................................. 18
  Infinity + , ........................................................................................................................ 18
  Percent (%) ......................................................................................................................... 18
  Lines: Line Segment, Line, and Ray (FG, JK, LM) .............................................................. 19
  Similar to ( ~ ) ................................................................................................................... 20
Therefore (\therefore) .......................................................................................................................20
Congruent (\cong) ............................................................................................................................20
Factorial (!) .......................................................................................................................................21
Plus or Minus (\pm) ..........................................................................................................................21
Subscript (A_i) ....................................................................................................................................21
Numbers ...............................................................................................................................................22
Negative/Positive Numbers ..................................................................................................................22
Large Whole Numbers ......................................................................................................................23
Fractions/Improper Fractions ............................................................................................................24
Mixed Numbers ..................................................................................................................................26
Decimal Points ....................................................................................................................................26
Roman Numerals ...............................................................................................................................28
Time ....................................................................................................................................................29
Date ..................................................................................................................................................30
Ordered Pairs .....................................................................................................................................30
Probability .........................................................................................................................................31
Expressions/Equations/Operations ...............................................................................................32
Multiplication .....................................................................................................................................32
Subtraction ........................................................................................................................................33
Division ..............................................................................................................................................33
Parentheses .......................................................................................................................................34
Mathematical Exponents (x^2, x^3, 4^5) ...........................................................................................35
Variables/Letters ...............................................................................................................................36
Logs ....................................................................................................................................................38
Radicals .............................................................................................................................................40
Absolute Values ...............................................................................................................................41
Functions (f(x)) ..................................................................................................................................41
System of Equations/Inequalities ......................................................................................................43
Trigonometry .......................................................................................................................................44
Tables ................................................................................................................................................45
Tally Charts .......................................................................................................................................47
Bar Graphs ........................................................................................................................................48
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Histograms</td>
<td>50</td>
</tr>
<tr>
<td>Line Graphs</td>
<td>54</td>
</tr>
<tr>
<td>Box Plots</td>
<td>57</td>
</tr>
<tr>
<td>Scatter Plots</td>
<td>59</td>
</tr>
<tr>
<td>Coordinate Grids</td>
<td>61</td>
</tr>
<tr>
<td>Exponential/Linear Function Graphs</td>
<td>64</td>
</tr>
<tr>
<td>Diagrams/Figures/Keys</td>
<td>68</td>
</tr>
<tr>
<td>Tree Diagram</td>
<td>68</td>
</tr>
<tr>
<td>Keys</td>
<td>69</td>
</tr>
<tr>
<td>Line Plots</td>
<td>70</td>
</tr>
<tr>
<td>Shaded Figures (Grids, Bars, and Shapes)</td>
<td>72</td>
</tr>
<tr>
<td>Pictographs</td>
<td>74</td>
</tr>
<tr>
<td>Figures/Illustrations</td>
<td>75</td>
</tr>
<tr>
<td>Number Lines</td>
<td>77</td>
</tr>
<tr>
<td>Spinners</td>
<td>79</td>
</tr>
<tr>
<td>Coins and Dollars</td>
<td>82</td>
</tr>
<tr>
<td>Numbered/Step Diagrams</td>
<td>83</td>
</tr>
<tr>
<td>Geometric Figures</td>
<td>85</td>
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<td>References</td>
<td>89</td>
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Visuels

Guidelines for Text-to-Speech Descriptions

Use these guidelines to describe visuals for text-to-speech scripts:

Read the title.

Provide a general overview of the image. (i.e., A map of South America, a graphic organizer with a center circle and four circles radiating outward)

Begin with the main section of the image.

Describe the details in a succinct manner using grade-level appropriate vocabulary.

Omit minor details that are irrelevant (a box to the left of the person).

If facial expressions or body language are important, do not assume a blind student can interpret them. For example, it is better to describe a person as worried than to state they have furrowed brows.

When describing several people in an image, label each one clearly so they are not mixed up. (i.e., tall man, elderly man, little boy)

Describe only what is seen in the image, do not provide interpretation or additional information.

Classifications for Embed Coding Scheme for Text Descriptions

An embed code within the alt text will be included for all test items with visual elements. The embed code will be classified as a 1, 2 or 3. The description of each level is listed below:

[1] is not construct-relevant and can be eliminated (e.g., it is only there for engagement purposes). For example, a picture of an elephant added purely for engagement would have alt text that reads “elephant [1]” or “picture of elephant [1].”

[2] is construct-relevant and can be represented using accompanying textual description. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. The dashed arrow starts at zero people, sixty dollars and points to a little less than sixteen people, midway between one hundred and one hundred ten dollars. The solid arrow starts at zero people, a little less than ten dollars and points to a little more than fourteen people, a little less than one hundred ten dollars. [2]

[3] is construct-relevant and can be represented using accompanying textual description together with a tactile representation or physical manipulative. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. [3]

Accessibility experts will be trained on this embedded coding scheme during the item tagging phase of item development.
Symbols

Money ($)

Example 1
$4.35

Example 2
$2.50

Example 3
$5,390

Audio Guideline

Read dollars and cents if there is a decimal point.

Do not read shortcuts for numbers. For instance $.25 and $1.50 should be read as twenty-five cents instead of a quarter. This will allow a more standardized presentation of monetary quantities.

If the amount is less than one dollar, read “X cents” and do not read the zero ($0.35 is “thirty-five cents” not “zero dollars and thirty-five cents”).

Read the number place value unless the question is measuring place value (refer to the large number section for details).

Application of Audio Guideline

Example 1
Four dollars and thirty-five cents

Example 2
Two dollars and fifty cents

Example 3
Five thousand three hundred ninety dollars
Angles/Triangles (° and △)

Example 1

°RST

Example 2

∠RST

Example 3

∠RST'

Audio Guideline

Read angles and shapes by leading with “angle,” “shape,” etc. and then reading letters individually.

When reading a transformed or reflected angle or shape that uses ′, ″, describe as “prime.”

Do not reference the case of the letter unless an item includes uppercase and lowercase letters. In this instance, make reference to the uppercase letters guideline.

Application of Audio Guideline

Example 1

Angle RST

Example 2

Triangle RST

Example 3

Triangle R prime S prime T prime
Ratios (:)  
Example  
3:2  

Audio Guideline  
Read as “the ratio x to y.”  
Sometimes the ratio symbol is used for fractions. This can usually be determined by context. If this is the case, refer to the fraction guideline.  
If the “the ratio of” is used in the item, read as “x to y” to avoid being redundant.  

Application of Audio Guideline  
Example  
The ratio three to two

Equal Signs (=)  
Example  
2 + 3 = 5  

Audio Guideline  
Read as “equals.”  

Application of Audio Guideline  
Example  
Two plus three equals five.

Pi (π)  

Audio Guideline  
Read as “pi.”
Approximately equal to (≈)

Example

\[ \pi \approx 3.14 \]

**Audio Guideline**

Read as “is approximately equal to.”

**Application of Audio Guideline**

Example

\( \pi \) is approximately equal to three point one four.

Less than (<)

Example 1

3<5

Example 2

\( x<y<z \)

**Audio Guideline**

Read as “is less than.”

If there is more than one “less than” sign in a string, then read the whole relationship together. Read the last part as “is less than.”

**Application of Audio Guideline**

Example 1

Three is less than five.

Example 2

\( X \) is less than \( y \) is less than \( z \).
Less than or equal to ($\leq$)

Example

$2x \leq 6$

**Audio Guideline**

Read as “is less than or equal to.”

**Application of Audio Guideline**

Two $x$ is less than or equal to six.

Greater than ($>$)

Example 1

$7 > 5$

Example 2

$x > y > z$

**Audio Guideline**

Read as “is greater than.”

If there is more than one “greater than” sign read the whole relationship together. Start the last part as “is greater than.”

**Application of Audio Guideline**

Example 1

Seven is greater than five.

Example 2

$X$ is greater than $y$ is greater than $z$.

Greater than or equal to ($\geq$)

Example

$3x \geq 6$
Audio Guideline
Read as “is greater than or equal to.”

Application of Audio Guideline
Three $x$ is greater than or equal to six.

Dashes (–)
Example 1
Pages 3–7

Audio Guideline
When the dash is used to reference material or as a group of conditions, use “through” for consecutive and non-consecutive numbers.

Application of Audio Guideline
Example 1
Pages three through seven

Temperatures (°F and °C)
Example 1
35°F

Example 2
25°C

Audio Guideline
Read as “degrees Fahrenheit” and “degrees Celsius.”

Application of Audio Guideline
Example 1
Thirty-five degrees Fahrenheit
Example 2
Twenty-five degrees Celsius

Parallels \( \overline{RS} \parallel \overline{XY} \)

Audio Guideline
Read as “is parallel to.”

Application of Audio Guideline
Line segment RS is parallel to line segment XY.

Perpendiculars (\( \alpha \))

Example
\( \overline{EF} \ \alpha \ \overline{GH} \)

Audio Guideline
Read as “is perpendicular to.”

Application of Audio Guideline
Line segment EF is perpendicular to line segment GH.

Abbreviations (ft., km)

Example 1
3ft.
Example 2
What is the correct abbreviation for kilometer?
A: kl
B: K
C: km
D: klm

Audio Guideline
Present abbreviations by speaking the whole word the abbreviation represents.
If the item measures the ability to identify the meaning of the abbreviation, then read the abbreviation letter by letter.
If speaking the abbreviation violates the construct being measured, then read letter by letter.
If the item has measurements that are all uppercase or lowercase, then it is not necessary to reference the cases.

Application of Audio Guideline
Example 1
Three feet

Example 2
What is the correct abbreviation for kilometer?
A: kl
B: K
C: km
D: klm

Measurement (“ ’ cm² ”)
Example 1
6”
Example 2
12’

Example 3
4cm²

Example 4
5cm³

**Audio Guideline**

Present measurements by speaking the whole word the symbol represents.

**Application of Audio Guideline**

Example 1
Six inches

Example 2
Twelve feet

Example 3
Four square centimeters

Example 4
Five cubic centimeters

**Number Signs (#)**

Example
Refer to step #5.
Audio Guideline

Read as “number.”

Rule refers only to when symbol is being used to signify “number” as opposed to other non-mathematical uses of the symbol (for example, the pound key and the hash key).

Application of Audio Guideline

Example

Refer to step number five.

Empty/Unknown Boxes ( , )

Example 1

\[ 4 + 2x = \square \]

Example 2

\[ 3 + y = ? \]

Audio Guideline

Refer to an empty box in a formula or equation as “blank.”

Refer to a box with a question mark in it as “question mark.”

Application of Audio Guideline

Example 1

Four plus two \( x \) equals blank.

Example 2

Three plus \( y \) equals question mark.

Not equal to (≠)

Example

\[ 2x \neq 7 \]
Audio Guideline

Read as "is not equal to."

**Application of Audio Guideline**

Two \( x \) is not equal to seven.

\[ \text{Arc } (\overarc{\cdot}) \]

Example

\( RT \)

**Audio Guideline**

Read as "arc."

**Application of Audio Guideline**

Example

\( \text{Arc } RT \)

\[ \text{Infinity } (\infty) \]

Example

As \( x \to \infty \), \( f(x) \to -\infty \)

**Audio Guideline**

Read as “infinity.”

**Application of Audio Guideline**

Example

As \( x \) approaches infinity, \( f \) of \( x \) approaches negative infinity.

\[ \text{Percent } (\% ) \]

Example

35%
Audio Guideline

Read as “percent.”

Application of Audio Guideline

Thirty-five percent

Lines: Line Segment, Line, and Ray \((\overline{FG}, \overrightarrow{JK}, \overrightarrow{LM})\)

Example 1: Line Segment

\(\overline{FG}\)

Example 2: Line

\(\overrightarrow{JK}\)

Example 3: Ray

\(\overrightarrow{LM}\)

Audio Guideline

Read as “line segment,” “line,” or “ray” when they appear above letters or numbers.

Application of Audio Guideline

Example 1

Line segment FG

Example 2

line J K

Example 3

ray LM
**Similar to (~)**

**Example**

\[ \triangle EFG \sim \triangle JKL \]

**Audio Guideline**

Read as “is similar to.”

**Application of Audio Guideline**

**Example**

Triangle EFG is similar to triangle JKL.

**Therefore**

**Example**

A=B and B=C \( \implies \) A=C

**Audio Guideline**

Read as “therefore.”

**Application of Audio Guideline**

**Example**

A equals B and B equals C, therefore A equals C.

**Congruent (\(\cong\))**

**Example**

\(\cong\) FGH \(\cong\) JKL

**Audio Guideline**

Read as “is congruent to.”

**Application of Audio Guideline**

**Example**

Angle FGH is congruent to angle J KL.
Factorial (!)

Example

\[ 5! = x \]

**Audio Guideline**

Read as “factorial.”

**Application of Audio Guideline**

Example

Five factorial equals \( x \).

Plus or Minus (±)

Example

The margin of error is \( 4.5 \pm 0.8 \)

**Audio Guideline**

Read as “plus or minus.”

**Application of Audio Guideline**

Example

The margin of error is four point five plus or minus point eight.

Subscript \((A_i)\)

Example

\( A_i \) represents the maximum amount of interest.

**Audio Guideline**

Read as “\( x \) subscript \( y \).”

**Application of Audio Guideline**

A subscript \( i \) represents the maximum amount of interest.
Numbers

Negative/Positive Numbers

Example 1

$-4$

Example 2

$4 - (-5)$

Example 3

What is the distance between $+4$ and $-3$ on the number line?

Audio Guideline

Read as “negative.” Do not read the negative sign as a minus sign.

In most cases, consecutive negatives that are intended to show the negative of a negative will be represented with a set of parentheses. If this is the case, then refer to the parentheses section.

If the negative of a negative does not include parentheses, read as “negative (pause) negative.”

Two consecutive negatives should not be read as “negative negative $X$” if the operation is focused on subtraction. In this case, read as “minus negative $X$.”

If a positive sign precedes a number and is not part of an operation, then read as “positive.”

Application of Audio Guideline

Example 1

Negative four

Example 2

Four minus negative five
Example 3

What is the distance between positive four and negative three on the number line?

Large Whole Numbers

Example 1

103,457

Example 2

Item 2:

Virginia covers one hundred two thousand, five hundred fifty-eight square kilometers of land. Which shows this number?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,258</td>
</tr>
<tr>
<td>B</td>
<td>12,556</td>
</tr>
<tr>
<td>C</td>
<td>102,558</td>
</tr>
<tr>
<td>D</td>
<td>1,200,558</td>
</tr>
</tbody>
</table>

Audio Guidelines

For items not measuring place value, read large numbers by referencing all of the number place values.

If the item measures place value knowledge, read the number digit by digit using commas.

If reading the number as a whole number violates the construct being measured, read the number digit by digit.

Application of Audio Guideline

Example 1

One hundred three thousand, four hundred fifty-seven

Note: Use this application unless cueing occurs; then use the application in Example 2.
Example 2
A: one comma two five eight
B: one two comma five five eight
C: one zero two comma five five eight
D: one comma two zero zero comma five five eight

Fractions/Improper Fractions

Example 1
\[
\frac{1}{2} + \frac{3}{8}
\]

Example 2
\[
\frac{3}{14} + \frac{15}{100} - \frac{x}{2y}
\]

Example 3
\[
\frac{3x+y}{z}
\]

Example 4
\[
\frac{6}{3}
\]

Example 5
\[
\frac{3x}{5} + x^2
\]

Audio Guidelines
Read common fractions by presenting the numerator as the number it represents and
the denominator as the ordinal number using two words for the whole presentation.

Read any fraction with a numerator of _____ (pause) . . . and denominator of ______.
If the denominator is between 2 and 10 then read it is as one third, one fourth, one fifth, one sixth, one seventh, one eighth, one ninth, or one tenth.

An exception to the first guideline is $\frac{1}{2}$, which should always be read as one-half.

An exception to the first guideline is 1 in the denominator. For example, $\frac{3}{1}$ should be read as numerator of 3 (pause) . . . and denominator of 1.

When a fraction is complex (e.g., has more than one number in the numerator/denominator, includes an arithmetic operation, or involves parentheses/exponents) denote the numerator and denominator using the language “fraction with numerator … and denominator …”

When an operation follows a fraction, pause between the fraction and the next operation.

**Application of Audio Guidelines**

Example 1
One-half plus three-eighths

Example 2
Fraction with numerator of 3 (pause) and denominator of 14 plus the fraction with numerator of fifteen, denominator of one hundred minus fraction with numerator of x, denominator of two y

Example 3
Fraction with numerator three $X$ plus $Y$ - denominator of $Z$

Example 4
Six-thirds

Example 5
Fraction with numerator of three x and denominator of 5 (pause) plus x squared
Mixed Numbers

Example 1

\[ 4 \frac{3}{4} \]

Example 2

\[ 5 \frac{13}{28} \]

Audio Guidelines

Read with “and” between the whole number and the fraction.

Use fraction audio guidelines for reading fraction portion of mixed numbers.

Application of Audio Guidelines

Example 1

Four and three fourths

Example 2

Five and numerator of thirteen (pause) denominator of 28

Decimal Points

Example 1

40.6500

Example 2

0.100000
Example 3
0.0000000002

Example 4
0.333...  

Example 5
3,450.0844397

Audio Guidelines

If there are up to six repeating zeroes or numbers before or after the decimal point, read them as “zero and three repeating.”

If there are more than six repeating zeroes or numbers after the decimal point (beyond millionths), say “point” and read the digits in order from left to right.

Read “repeating” where “… ” represents the number of group of numbers that repeats.

Application of Audio Guidelines

Example 1
Forty point six five zero zero  

Example 2
Zero point one zero zero zero zero zero

Example 3
Zero point zero zero zero (pause) zero zero zero (pause) zero zero zero two

Example 4
Zero point three repeating
Example 5

Three thousand four hundred fifty point zero eight four (pause) four three nine seven

Roman Numerals

Example 1

Find the point in quadrant II that is furthest from the origin.

Example 2

V. Three students walked to school taking different routes.

Example 3

What is the numeric value of Roman numeral VII?

Audio Guidelines

If an item uses Roman numerals but is not measurement knowledge of Roman numerals, read the Roman numeral reference and then the number.

If the item measures knowledge of Roman numeral value, read “Roman numeral” followed by the letters one at a time.

Application of Audio Guidelines

Example 1

Find the point in quadrant two that is furthest from the origin.

Example 2

Question five. Three students walked to school taking different routes.

Example 3

What is the numeric value of Roman numeral V I I?
Time

Example 1
6:30

Example 2
9 a.m.

Example 3
5:45

Audio Guidelines

Read the time literally without using shortcuts or reading the time in reference to a different version of time (e.g., noon, quarter of six, ten after five).

Read a.m. and p.m. without adding language about the time of day (e.g., “in the morning” or “at night.”)

Application of Audio Guidelines

Example 1
Six thirty

Example 2
Nine a.m

Example 3
Five forty five
Date
Example 1
1976

Example 2
Feb. 5, 2003

Audio Guidelines
Read years as they would be read in plain language usage.
Read months as the full name even if abbreviations are presented in text.
Read days as you would when reading a date instead of reading the day as number (e.g., “second” instead of “two,” “third” instead of “three,” or “fourth” instead of “four”).

Application of Audio Guidelines
Example 1
Nineteen seventy six

Example 2
February fifth, two thousand three

Ordered Pairs
Example
Point X is (− 2, 4)

Audio Guideline
Read coordinate pairs as “ordered pair X, Y.”

Application of Audio Guideline
Point X is the ordered pair negative two, four.
Probability

Example

\[ P(\text{orange}) = \frac{1}{6} \]

Audio Guideline

“P(text)” is the notation for probability. When reading a probability, do not read parentheses as “open parenthesis/close parenthesis.” Read as “P of” word in parentheses “is” remaining text.

Application of Audio Guideline

Example

P of orange is one-sixth
Expressions/Equations/Operations

Multiplication

Example 1

\[ 3 \times 5 = X \]

Example 2

\[ xy + 4x = 10 \]

Example 3

\[ (3 + x)(y - 2) \]

Audio Guidelines

Read the multiplication symbol as “times” when it appears in a math item.

When a number, symbol, or another set of parentheses appears before a set of parentheses, read the number or symbol as is and “open parenthesis” before what is within the parentheses. When multiple sets of parentheses appear consecutively, read as “open parenthesis and closed parenthesis.”

If there are two variables or a variable and a number consecutively, do not read “times” to represent implied multiplication.

Application of Audio Guidelines

Example 1

Three times five equals X.

Example 2

\[ Xy \] plus four \( x \) equals ten.

Example 3

Open parenthesis three plus \( x \), close parenthesis, (pause) open parenthesis \( y \) minus two, close parenthesis.
Addition
Example
4 + 2 + 3

Audio Guideline
Read as “plus.”

Application of Audio Guideline
Four plus two plus three

Subtraction
Example
5 – 3

Audio Guideline
Read as “minus.”

Application of Audio Guideline
Five minus three

Division
Example 1
12 ÷ 4

Example 2
What is 57 ÷ 5?
A: 10 R7
B: 11 R2
C: 12
Audio Guideline

Read as “divided by.”

If the item presents the remainder as “R” read as “remainder” unless the item is measuring the meaning of “R.” In this case, read it as “R.”

Application of Audio Guideline

Example 1
Twelve divided by four

Example 2
What is fifty-seven divided by five?
A: ten, remainder seven
B: eleven, remainder two
C: twelve

Parentheses

Example 1

3(x + y) = 6

Example 2

2(x + 3) + \frac{(y-2)}{3} = 9

Example 3

(x + 4)[(x + 4) - (x - 2)]

Audio Guideline

Read the parentheses by referring to the opening of the parentheses using the language “open parenthesis” and the closing of the parentheses using the language “close parenthesis.”
It is important to reference the close of the parentheses to be clear on when the parenthetical expression ends.

When reading an equation or expression with multiple parts and sets of parentheses, pause to help differentiate between sections.

Read brackets using the same language as parentheses in the first guideline.

**Application of Audio Guideline**

Example 1

Three open parenthesis $x$ plus $y$ close parenthesis equals six.

Example 2

Two open parenthesis $x$ plus three close parenthesis (pause) plus (pause) the fraction with numerator open parenthesis $y$ minus two close parenthesis and denominator three (pause) equals nine.

Example 3

Open parenthesis $x$ plus four close parenthesis, open bracket, open parenthesis, $x$ plus four close parenthesis minus open parenthesis $x$ minus two close parenthesis, close bracket.

**Mathematical Exponents** ($x^2, x^3, 4^5$)

Example 1

$y = x^2$

Example 2

$y = 4^5 + 2$

Example 3

$y = 2^{x+5} + 3$
Example 4

\[ 16^{\frac{3}{2}} = 8^2 \]

**Audio Guidelines**

Read the base first—the base can be either a numeral or the variable.

If the exponent has a value of 2, then read “squared.” If the exponent has a value of 3, read “cubed;” otherwise, read “raised to the xth power.”

To indicate a return to the base, use a pause.

Read all negative exponents as “y raised to the negative xth power.”

Read fraction exponents following the fractions rule.

**Application of Audio Guidelines**

Example 1

Y equals x squared.

Example 2

Y equals four raised to the fifth power (pause) plus two.

Example 3

Y equals two raised to the x plus five power (pause) plus three.

Example 4

Sixteen raised to the three halves power equals eight squared.

**Variables/Letters**

Example 1

\[ x + y = 3 \]
Example 2
In the triangle, what is the measurement of angle $A$ that is opposite side $a$?

Example 3
$N + 4$

Example 4
$-x^3$

**Audio Guideline**

Read lowercase variables in a math item without referring to case.

If uppercase variables are used in a math item along with lowercase variables, then specify both cases using the language “lowercase” and “uppercase.”

If an uppercase variable appears in a math item without a lowercase variable, then do not specify uppercase.

If a variable is preceded by a negative sign, read as the “opposite of” the variable, rather than the “negative of” the variable.

**Application of Audio Guideline**

Example 1
$X$ plus $y$ equals three.

Example 2
In the triangle below, what is the measurement of angle uppercase $A$ that is opposite side lowercase $a$?

Example 3
$N$ plus four

Example 4
Opposite of $x$ cubed
Logs

Example 1

\[ \log_{10} 100 = 2 \]

Example 2

If \( \log 2 \approx 0.301 \) and \( \log 3 \approx 0.477 \), what is the approximate value of \( \log 72 \)?

- A 0.051
- B 0.778
- C 0.861
- D 1.857

Example 3

\( \ln x \)

Audio Guidelines

Read “log” followed by the base, the word “of,” and then the number or variable.

If the log is shown without an explicit base, then read as “log” and the number or variable shown. Do not interpret the implied base of 10 if it is not written.

Read “\( \ln x \)” as “natural log of \( x \).”

Application of Audio Guidelines

Example 1

Log base ten of one hundred equals two.
Example 2

If log two is approximately equal to zero point three zero one and log three is approximately equal to zero point four seven seven, what is the approximate value of log seventy-two?

Example 3

Natural log of x
Radicals

Example 1

\[ \sqrt{2} \]

Example 2

\[ \sqrt[4]{144} = \sqrt[4]{288} \]

Example 3

\[ \sqrt[m+n]{x+y} \]

Audio Guidelines

For radicals with an implied radical index of two, read as “the square root of x.”

For radicals with a radical index of three, read as “the cube root of x.”

For radicals with a number for a radical index other than two or three, start by reading the index as “the Xth root of.”

If the radical index is a variable, read as “the x root of y.”

When multiplying numbers by radicals (e.g., \( 3\sqrt{2} \)), say “x times the square root of y.”

Application of Audio Guidelines

Example 1

The square root of two

Example 2

The fourth root of one hundred forty-four equals the x root of two hundred eighty-eight.

Example 3

The \( m \) plus \( n \) root of quantity \( x \) plus \( y \)
Absolute Values

Example 1

\[ |{-16}| \]

Example 2

\[ |{2 + 7}| \]

Example 3

\[ |x| + 1 \]

Audio Guidelines

Read as “the absolute value of.”
Pause if an absolute value is part of a larger expression or equation.

Application of Audio Guidelines

Example 1

The absolute value of negative sixteen

Example 2

The absolute value of the quantity two plus seven

Example 3

The absolute value of \( x \) (pause) plus one.

Functions \( f (x) \)

Example 1

\[ f (x) = 5 \]
Example 2
\[ f(x + 1) \]

Example 3
\[ f(g(x)) \]

Example 4
\[ f^{-1}(x) = -\frac{2}{3}x - 2 \]

**Audio Guidelines**

For function notation in general, read the first letter shown then the word “of,” followed by the variable and/or number in parentheses.

When the expression inside the parentheses is more complex or includes another function, use the same rule of reading the letter first, then the word “of,” followed by the variable or expression in parentheses.

When the inverse of a function is presented, read it as “f inverse of x.”

**Application of Audio Guidelines**

Example 1
\[ F \text{ of } x \text{ equals five} \]

Example 2
\[ F \text{ of open parenthesis } x \text{ plus one close parenthesis} \]

Example 3
\[ F \text{ of } g \text{ of } x \]

Example 4
The inverse of f of x equals negative two-thirds x minus two.
For function tables where one column/row is paired with one row/column:

The table should be read as it is organized, as \((x, y)\) pairs, according to p. 44 (If the orientation of the table lends itself to reading the table information column by column and this is a more logical manner to present the table, then do so.)

Example

This table shows a relationship between \(x\) and \(y\):

<table>
<thead>
<tr>
<th>(x)</th>
<th>(y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>

“The table has two columns and three rows. The first column heading is, \(x\); the second column heading is, \(y\). First row, 3, 14; second row, 7, 30; third row, 9, 38.”

Example

This table shows a relationship between \(x\) and \(y\):

<table>
<thead>
<tr>
<th>(x)</th>
<th>(y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>

“The table has two rows and three columns. The first row heading is, \(x\); the second row heading is, \(y\). First column, 3, 14; second column, 7, 30; third column, 9, 38.”

System of Equations/Inequalities

Example 1

\[
\begin{align*}
  x + y &= 4 \\
  x - y &= 2
\end{align*}
\]

What is the solution to the system of equations?

Example 2
**Audio Guidelines**

Start by reading “system of equations” or “system of inequalities.” Then read the information in the system starting from the top to the bottom; reference the row position and insert a pause between rows.

Read equations and inequalities according to equation and inequality guidelines above.

**Application of Audio Guidelines**

**Example 1**

What is the solution to the system of equations? Top row, \( x + y \) equals four (pause) bottom row, \( x - y \) equals two.

**Example 2**

Which point lies in the solution set for the system of inequalities, top row, \( 2y - x \geq -6 \) (pause) bottom row, \( 2y - 3x < -6 \).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(-4, -1)</td>
</tr>
<tr>
<td>B</td>
<td>(3, 1)</td>
</tr>
<tr>
<td>C</td>
<td>(0, -3)</td>
</tr>
<tr>
<td>D</td>
<td>(4, 3)</td>
</tr>
</tbody>
</table>

**Trigonometry**

**Example 1**

\( \sin 15^\circ = \cos 75^\circ \)

**Example 2**

\( \tan \theta = -1 \)

**Audio Guidelines**

Read the abbreviated versions of trigonometry functions in full words if doing so does not violate the construct being measured.

If the item is measuring knowledge of these abbreviations read letter by letter.
Use the Greek alphabet in reading trigonometric functions and items. The most used letter is theta (Θ)

**Application of Audio Guidelines**

Example 1

Sine fifteen degrees equals cosine seventy five degrees

Example 2

Tangent theta equals negative 1

**Tables**

Example 1

<table>
<thead>
<tr>
<th>Seashell Collection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td><strong>Number of Seashells</strong></td>
</tr>
<tr>
<td>Small</td>
<td>3</td>
</tr>
<tr>
<td>Medium</td>
<td>6</td>
</tr>
<tr>
<td>Large</td>
<td>4</td>
</tr>
</tbody>
</table>
Example 2

**Rock Types**

<table>
<thead>
<tr>
<th></th>
<th>Shiny</th>
<th>Air Holes</th>
<th>Flat Layers</th>
<th>Fossils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metamorphic</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Igneous</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sedimentary</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Audio Guideline**

**Text Only**

Read the table title only. Allow for all content elements in the table to be read on demand.

**Text and Graphics**

Read the table title, and then state the number of rows and columns. Then read the column headings from left to right followed by reading the information in each row from left to right.

If the orientation of the table lends itself to reading table information column by column and this is a more logical manner to present the table, then do so.

Read the units of measure for each cell unless they are not specified in the table.

When reading a data table that has blank cells, skip over them if they are unnecessary to answer the question. Blank cells should be read if this information is essential to answer the item.

Remain consistent with the style of reading from table to table. Using a standardized version will help students better understand the patterns of the descriptions.

Many charts that are set up in a table format can be read in the manner described. Determine the layout of such charts before deciding the best way to read the information being presented.

**Application of Audio guidelines**

**Example 1**

The table title is Seashell Collection. The table has two columns and three rows. The first column heading is Size, the second column heading is Number of Seashells; first row, Small, three seashells; second row, Medium, six seashells; third row, Large, four seashells.
Example 2

The table title is Rock Types. The table has four columns and three rows. The first column heading is Shiny, the second column is Air Holes, the third column heading is Flat Layers, and the fourth column heading is Fossils; first row, Metamorphic, Shiny, Flat Layers, Fossils; second row, igneous, Shiny, and Air Holes; third row, Sedimentary, Flat Layers, and Fossils.

Tally Charts

Example

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tigers</td>
<td></td>
</tr>
<tr>
<td>Rockets</td>
<td></td>
</tr>
<tr>
<td>Sharks</td>
<td></td>
</tr>
<tr>
<td>Bobcats</td>
<td></td>
</tr>
</tbody>
</table>

Audio Guideline

Text Only

Read the tally chart title only. Allow for all content elements in the chart except for the tally marks to be read on demand.

Text and Graphics

Read the tally chart title, column headings, and row headings.

Read the number of tally marks only if it does not violate the construct being measured. If reading tally marks does violate the construct being measured, tactile representation is required to make this item accessible to blind students and some low-vision students.

Application of Text and Graphics Guidelines

Example

The tally chart has two columns and four rows. The first column heading is Name, and the second column heading is Number of Votes; first row, Tigers, six votes; second row, Rockets, three votes; third row, Sharks, seven votes; and fourth row, Bobcats, four votes.
Bar Graphs

Example 1

Example 2

How many red buttons are in the box?
Example 3

Kate asked the students in her class what their favorite fruit was. The results of her survey are shown in the graph below.

Audio Guideline

Text Only

Read the bar graph title. Allow for all words and numbers on the bar graph to be available to be read on demand.

Text and Graphics

Read the bar graph title first, followed by the x-axis label and the y-axis label.

Describe each bar, being careful to take into account the question, so as not to violate the construct being measured. In each description, use the units of measure on the x- and y-axis labels if applicable.

If a bar is between two horizontal lines, then do not estimate or approximate numbers. Instead, use more general language such as “a little less than,” “a little more than,” and “midway between.”

If the items measure the student’s ability to identify the number associated with the bar, then describe the graph without noting the heights of the bars. In this case, tactile representation is required to make this item accessible to blind students and some low-vision students.

Application of Text and Graphics Guidelines
Example 1
The bar graph title is Buttons in a Box. The x-axis label is Color and the y-axis label is Number of Buttons; Yellow bar, five buttons; Red bar, six buttons; Black bar, five buttons; Blue bar, three buttons; and Green bar, two buttons.

Example 2 (item specifically asks students to identify associated with a bar)
The bar graph title is Buttons in a Box. The x-label is Color and shows five colors: Yellow, Red, Black, Blue, and Green. The y-axis label is Number of Buttons.

Example 3
The bar graph title is Students’ favorite fruits. The x-axis label is Fruit, and the y-axis label is Number of students. Four bars are shown, from left to right, banana, apple, orange, pineapple.

Three functions plotted on a graph

If this graph is described with a tool like that above used to select different graphs on the same coordinate grid, it should be read as follows:
First row, F of X; second row, G of X; third row, H of X.

Note: If only two types of graph can be selected with the tool, it may be appropriate to read according to instructions beginning on page 43 for systems of equations (top row … bottom row …).

Histograms
Example 1
Abe tested 85 Brand X light bulbs to determine their life spans. The histogram below shows the results of his test.

**Life Spans of 85 Brand X Light Bulbs**

What was the total number of Brand X light bulbs that had life spans greater than or equal to 1000 hours?

A. 72  
B. 56  
C. 51  
D. 21
Example 2

Abe tested 85 Brand X light bulbs to determine their life spans. The histogram below shows the results of his test.

**Life Spans of 85 Brand X Light Bulbs**

What was the total number of Brand X light bulbs that had life spans greater than or equal to 1000 hours?

A. 72  
B. 56  
C. 51  
D. 21

**Audio Guideline**

Text Only

Read the histogram title. Allow for all words and numbers on the histogram to be available to be read on demand.

**Text and Graphics**

Read the histogram title first, followed by the x-axis label and the y-axis label.

Describe each bar range on the x-axis, being careful to take into account the question, so as not to violate the construct being measured. In each description use the units of measure on the x- and y-axis labels if applicable.
If a bar is between two horizontal lines, then do not estimate or approximate numbers. Instead, use more general language such as “a little less than,” “a little more than,” and “midway between.”

If the item measures the student’s ability to identify the number associated with the bar, then describe the graph without noting the heights of the bars. In this case, this item is not accessible to blind and some low-vision students without tactile representation.

If there are a large number of bars (more than 10) consider associating bars together or focusing on trends or more general frequency in your description.

**Application of Text and Graphics Guidelines**

**Example 1**

The histogram title is Life Spans of Eighty-Five Brand X Light Bulbs. The x-axis label is Number of Hours and the y-axis label is Number of Light Bulbs; bar one, eight hundred through eight hundred ninety nine hours, thirteen light bulbs; bar two, nine hundred through nine hundred ninety nine hours, sixteen light bulbs; bar three, one thousand through one thousand ninety nine hours, nineteen light bulbs; bar four, one thousand one hundred through one thousand one hundred ninety nine hours, twenty one light bulbs; bar five, one thousand two hundred through one thousand two hundred ninety nine hours, sixteen light bulbs.

**Example 2 (item specifically asks student to read information from one of the bars)**

The histogram title is Life Spans of Eighty-Five Brand X Light Bulbs. The x-axis label is Number of Hours and the y-axis label is Number of Light Bulbs. Five bars show the number of light bulbs with a life span of eight hundred through eight hundred ninety nine hours, nine hundred through nine hundred ninety nine hours, one thousand through one thousand ninety nine hours, one thousand one hundred through one thousand one hundred ninety nine hours, one thousand two hundred through one thousand two hundred ninety nine hours.
Line Graphs

Example 1

![Population of Denton Graph](image-url)
Audio Guidelines

Text Only
Read the graph title only. Allow for all words and numbers in the graph area to be available to be read on demand.

Text and Graphics
For all graphs, read the title first.
Read the Key title and then key section (refer to Key rule specifically).
Read the axis labels.
When describing the graph, be as concise as possible while providing the necessary information to understand and answer the question.
If a line or point being described falls between two marked x- or y-axis values, then do not estimate or approximate numbers. Instead, use more general language such as “a little less than,” “a little more than,” and “midway between.”

It is not necessary to describe the visual attributes of the graph unless there is an explicit need, such as a key that references line types or an item referencing the attributes or if doing so would help the student is reading a tactile or a magnified version of the test.

If the description violates the construct being measured, then consider amending it to give less specific information. In this case, tactile representation is required to make this item accessible to blind students and some low-vision students.

When possible, reference the starting and ending point of the line segments or starting points of rays to provide context to the student.

**Application of Text and Graphics Guidelines**

**Example 1**

The graph title is Population of Denton. The x-axis label is Year and the y-axis label is Population. The line starts at nineteen fifty, one hundred thousand, rises to nineteen sixty, two hundred thousand, then nineteen seventy, midway between two hundred and two hundred fifteen thousand, then nineteen eighty, midway between two hundred fifty and three hundred thousand, and ends at nineteen ninety, three hundred fifty thousand.

**Example 2**

The graph title is Roller Rink Costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled Number of People. The y-axis is labeled Cost (in dollars). The dashed line starts at zero people, sixty dollars and moves up through midway between twelve and fourteen people, one hundred dollars and fourteen people, a little more than one hundred dollars. The solid line starts at zero people, a little less than ten dollars and moves up through between twelve and fourteen people, one hundred dollars and fourteen people, a little less than one hundred ten dollars.
**Box Plots**

Example 1

The box plot shows the distribution of the daily high temperatures, in degrees Fahrenheit, in the town of Clifton during the year 2004.

Based on the box plot, in which of the intervals of temperatures is it most likely that exactly 50% of the daily high temperatures are located?

Example 2

The box plot represents the daily high temperatures at a beach in April.

What was the median daily high temperature?

Example 3

The box plot shows the distribution of the heights of plants (cm) for the experimental and control groups.
Audio Guidelines

Read the box plot title. Allow for all words and numbers on the box plot to be available to be read on demand.

Text and Graphics

Start by reading the title of the plot and reference that it is a box plot. Read the box titles or any other words on the plot if applicable.

Read the information along the bottom of the graph from left to right.

If the item measures knowledge of the box plot or if the description violates the construct being measured, then describe the box plot without using specific terminology (e.g., whiskers, quartiles, or median). In this case, tactile representation is required to make this item accessible to blind students and some low-vision students.

If a line or point being described falls between two marked values, then do not estimate or approximate number. Instead use more general language such as “a little less than,” “a little more than,” and “midway between.”

If c is not applicable, then describe the graph elements using specific box plot terminology, including whiskers, quartiles, box, and median.

Application of Text and Graphics Guidelines

Example 1

The title of the box plot is Daily High Temperatures (in degrees Fahrenheit). The number line ranges from thirty to one hundred degrees Fahrenheit. The whiskers range from thirty-eight degrees to ninety-six degrees and the box ranges from fifty-four to eighty-one degrees with a median of seventy-two degrees.

Example 2

The title of the box plot is Daily High Temperatures. From left to right the number line shows sixty degrees Fahrenheit to one hundred degrees Fahrenheit with markers every ten degrees. The whiskers range from sixty-two degrees to eighty-four degrees and the box ranges from sixty-eight degrees to seventy-eight degrees with an interior vertical line segment at seventy-two degrees.

Example 3

The title of the box plot is Heights of Plants (centimeters). The number line ranges from 47 to 57 with markers every whole number. For the experimental group, the whiskers range from 48 centimeters to 55 centimeters and the box ranges from 49 centimeters to 53 centimeters with a median of 51 centimeters. For the control group, the whiskers range from 47 centimeters to 54 centimeters and the box ranges from 48 centimeters to 51 centimeters with a median of 50 centimeters.
Scatter Plots

Example 1

Equations

Example 2
Audio Guidelines

Text Only

Read the title of the scatter plot. Allow for all words and numbers on the scatter plot to be available to be read on demand.

Text and Graphics

For scatter plots, start by reading the title and x-axis and y-axis labels. Include the x- and y-axes ranges if necessary to access the item.

For a scatter plot with fewer than ten data points, reference each data point. Include units of measure while describing data points only if deemed relevant.

If a line or point being described falls between two marked x- or y-axes values do not estimate or approximate numbers. Instead use more general language such as “a little less than,” “a little more than,” and “midway between.”

If a scatter plot has more than ten data points, then focus on the change of concentration. When possible, read at least a couple of data points (first and last preferably) to put the plot into context.

For some items with scatter plots, tactile representation is required to make the item accessible to blind students and some low-vision students.

Application of Text and Graphics Guidelines

Example 1

The scatter plot shows Pairs of Shoes on the x-axis ranging from zero to ten in increments of one and Shipping Cost (dollars) on the y-axis ranging from zero to thirty-four in increments of two. The scatter plot has points at one, midway between four and six; two, eight; three, midway between ten and eleven, four, fourteen; five, midway between sixteen and eighteen; and six, twenty.

Example 2

The graph is a scatter plot titled Rainfall and Plant Growth. The x-axis is labeled Average Rainfall and ranges from zero to four thousand, in units of millimeters per year, in increments of one thousand. The y-axis is labeled Plan Tissue Production in units of grams per meter squared per year, ranging from zero to three thousand, in increments of five hundred. The graph has approximately eighty-five points scattered in a pattern beginning in the lower-left corner where Plant Tissue Production and Average Rainfall are the lowest. The pattern extends toward the upper-right corner where Plant Tissue Production and Average Rainfall are the highest. The majority of points is concentrated in the lower-left corner and diminishes in concentration as the pattern extends toward the upper-right corner.
Coordinate Grids

Example 1

23. Points Q, R, and W are plotted on the coordinate grid.

Where should point Z be plotted so that parallelogram QRWZ is formed?

A. (-2, -6)
B. (-1, -3)
C. (3, -2)
D. (2, -1)
Example 2

18. Mr. Yang is driving to the school located at (2, 0) on the coordinate grid.

Which school is located at (2, 0)?

□ A. Cedar Crest
□ B. Jackson
□ C. Lincoln
□ D. Prairie View

Example 3

Use the diagram below to answer question 7.

7. Which ordered pair identifies the location of vertex C?
   A. (-2, 3)
   B. (-3, 3)
   C. (3, -2)
   D. (-2, -3)
Audio Guidelines

Text Only

Start by reading the title of the coordinate grid. Allow for all words and numbers on the coordinate grid to be available to be read on demand.

Text and Graphics

Read the title of the coordinate grid first.

Read the range of each axis.

Read the points or words on the grid in a logical manner (clockwise, following the listing of a shape, etc.) referencing their location on the grid.

If a line or point being described falls between two marked x- or y-axes values, then do not estimate or approximate numbers. Instead, use more general language such as “a little less than,” “a little more than,” and “midway between.”

If reading the location of the points violates the construct being measured, do not read the point, but reference that they are on the grid. In this case, tactile representation is required to make the item accessible to blind students and some low-vision students.

If there is a shape on the grid, then read the type of shape or name of it first, and then reference the axis points of all sides, if relevant. If referencing the axis points violates the construct being measured, then provide a description of the shape without these points.

If an empty grid is presented in an item as part of the prompt, question. Or answer, then read the title and the x- and y-axes scale.

Application of Text and Graphic Guidelines

Example 1

A coordinate grid with x- and y-axes ranging from negative six to six; point Q, negative five, negative four; point R, negative three, two; and point W, one, three.

Example 2

A coordinate grid with x- and y-axes ranging from zero to six. The grid shows the location of the four schools: Jackson, Prairie View, Cedar Crest, and Lincoln.

Example 3

A coordinate grid with x- and y-axes ranging from negative six to six. Rectangle ABCD is shown on the grid.
Exponential/Linear Function Graphs

Example 1

31. The graph of the function \( f(x) \) is shown below.

Which of the following is NOT a zero of \( f(x) \)?

A. -4
B. -3
C. 2
D. 6
Example 2

Look at this graph of $y = x^2$.

If $y = x - 2$ is graphed on the same coordinate plane, at how many points would the two graphs intersect?

A. 0
B. 1
C. 2
D. 3

Audio Guidelines

Text Only

Start by reading the title of the graph. Allow for all words and numbers on the graph to be available to be read on demand.

Text and Graphics

Read the title of the graph first.

Read the range of each axes and any words or symbols that are on the graph.

Describe the shape of the graph. Use relevant points including starting and ending points or $x$ or $y$ intersection points to aid the description.
If a line or point being described falls between two marked x- or y-axes values, then do not estimate or approximate numbers. Instead use more general language such as “a little less than,” “a little more than,” and “midway between.”

If reading the location of any points violates the construct being measured, then do not read these points. If describing the shape or direction of the graph violates the construct, then do not read the details of the shape of the graph. In this case, tactile representation is required to make the item accessible to blind students and some low-vision students.

**Application of Text and Graphics Guidelines**

**Example 1**

A graph showing the function $y = f(x)$. The x-axis ranges from negative three to six, and the y-axis ranges from negative four to four. The graph is in the shape of a wave. The graph starts at negative three zero, goes through zero negative four, then two zero, then four three, then six zero, and ends with an arrow signaling up.

**Example 2**

A graph showing $y = x^2$. The x- and y-axes ranges from negative six to six. The graph is a parabola that starts with an arrow at midway between negative two and three six, and then the line moves down through zero zero and ends with an arrow at midway between two and three six.
System of inequalities

Example

Which graph represents the solution to this system of inequalities?

\[ y > 2x - 4 \]
\[ 3x - 6y \geq 6 \]

Application of Audio Guidelines

Text and Graphics

Which graph represents the solution to this system of inequalities, top row, \( Y \) is greater than \( 2X \) minus 4; bottom row, \( 3X \) minus 6 \( Y \) is greater than or equal to 6. A. A graph showing two lines and shaded regions. The \( X \) axis ranges from negative 9 to 9. The \( y \) axis ranges from negative 11 to 5. The purple line is solid and starts at negative 9, a little less than negative 5; rises to zero, negative 1; then 2, zero; and ends at 9, a little more than 3. The area below the solid line is shaded purple. The blue line is dashed and starts at a little less than negative 3, negative 11; rises to zero, negative 4; then 2, zero; and ends at a little more than 4, 5. The area to the left of the dashed line is shaded blue. The area in between the solid purple line and the dashed blue line is shaded light gray.
Diagrams/Figures/Keys

Tree Diagram

Example 1

The tree diagram below shows all of the outfits Jay can choose to wear today. An outfit has one color of shirt, one color of pants, and one color of shoes.

What is the total number of possible outfits with a white shirt?

A. 9
B. 6
C. 3
D. 1

Audio Guidelines

Text Only

Read the tree diagram title. Allow for all words and numbers on the tree diagram to be available to be read on demand.

Text and Graphics

Read the tree diagram title and brief description along with stating the direction of the tree diagram.
Start with the innermost parts of the tree and describe the different limbs in an order that is easy to follow.

Describe all of the elements of the tree diagram with standardized language.

**Application of Text and Graphics Guidelines**

A tree diagram showing outfit combinations of shirts, pants, and shoes. The diagram displays information from left to right starting with shirts on the leftward branches. On the top half of the tree, white shirt branches to blue pants, black pants, and tan pants. Each of these pants branches stem to the outermost branches of white shoes and black shoes. On the bottom half of the tree, red shirt branches to blue pants, black pants, and tan pants. Each of these pants branches stem to the outermost branches of white shoes and black shoes.

**Keys**

**Example**

![Museum Visitors Bar Chart](image)

**Audio Guidelines**

Text Only

Read the word Key after reading the graph/diagram title. Allow for all words and numbers in the key to be available to be read on demand.

Text and Graphics Guidelines

Read the graph/diagram title and then the key.

Describe the key in detail, including shapes, shades, and so on. Use “represents” to associate icon with text. (e.g., –10 miles. Dashed line represents ten miles.)
Read the graph/diagram using the key symbols. (e.g., May, white bar, two; May, gray bar, a little less than one)

**Application of Text and Graphics Guidelines**

Example

The bar graph title is Museum Visitors. In the Key, the white bar represents Art Museum Visitors, while the gray bar represents Science Museum Visitors. The $x$-axis shows five months; the $y$-axis is labeled Number of Visitors (thousands); the May white bar, two; the May gray bar, a little less than one; the June white bar, four; the June gray bar, midway between seven and eight; the July white bar, a little more than seven; the July gray bar, six; the August white bar, a little more than five; the August gray bar, six; the September white bar, a little less than five; and the September gray bar, a little more than seven.

**Line Plots**

Example

![Line Plot Example](image)

**Audio Guideline**

Text Only

Read the line plot title. Allow for all words and numbers on the line plot and on the key to be available to be read on demand.

Text and Graphics

Read the title of the line plot, the key, and then the $x$-axis title (refer to this as the number line plot title if the term "axes" has not been taught in the grade being assessed).

Use the key symbol to describe the line plot instead of interpreting the symbol.
If there are no x’s or symbols above a number, then read this as zero instead of skipping it.

Be careful not to violate the construct being measured. Read the range of numbers on the x-axis without reading the data, if necessary. In this case, tactile representation is required to make the item accessible to blind students and some low-vision students.

**Application of Text and Graphics Guidelines**

**Example**

The title of the line plot is Books We Read in May. The key shows that an x represents one student. The number line title is Number of Books and ranges from one to seven in increments of one; at line plot one, zero x’s are shown; at line plot two, one x is shown; at line plot three, two x’s are shown; at line plot four, one x is shown; at line plot five, two x’s are shown; at line plot six, five x’s are shown; and at line plot seven, four x’s are shown.
Shaded Figures (Grids, Bars, and Shapes)

Example

1. A fraction of the fish shown below are shaded gray.

Which grid is shaded gray to represent a fraction with the same value?

A. 

B. 

C. 

D. 
Audio Guidelines

Text Only

Read the title of the shaded figure. Allow for all words and numbers in the figure to be available to be read on demand.

Text and Graphics

Read the title if there is one, and then describe the dimensions of the figure first. If possible, read the dimensions of the figure (ten by ten) instead of just the number of boxes.

Explain how many boxes are shaded, but do not use the terminology “x of y” boxes are shaded. This creates the fraction for the student and will often violate the construct being measured.

Do not state the total number of boxes shaded when information can be provided that students should use to determine the number of boxes shaded. (e.g., seven columns of ten boxes shaded, instead of seventy boxes)

Application of Text and Graphics Guidelines

Example

A fraction of the fish shown below is shaded gray. The graphic shows four fish. Three of them are shaded gray.

Which grid below is shaded gray to represent a fraction with the same value?

A: ten by ten box grid with seven boxes shaded

B: ten by ten box grid with three columns of ten boxes shaded

C: ten by ten box grid with eight columns of ten boxes shaded and five additional boxes shaded

D: ten by ten box grid with seven columns of ten boxes shaded and five additional boxes shaded
Pictographs

Example

**Dogs at the Park**

<table>
<thead>
<tr>
<th>Type of Dog</th>
<th>Number of Dogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beagle</td>
<td>🐶 🐶</td>
</tr>
<tr>
<td>Collie</td>
<td>🐶 🐶</td>
</tr>
<tr>
<td>Poodle</td>
<td>🐶</td>
</tr>
<tr>
<td>Dalmatian</td>
<td>🐶 🐶 🐶 ⭐⭐⭐⭐⭐</td>
</tr>
</tbody>
</table>

**Key**

🐶 represents 1 dog

**Audio Guidelines**

**Text Only**

Read the title of the pictograph. Allow for all words and numbers in the pictograph or key to be available to be read on demand.

**Text and Graphics**

Start by reading the title of the pictograph and then the key.

If the pictograph is in a table format, then refer to the table guidelines.

If the pictograph is in a graph format, then refer to the graph guidelines.

Reference the picture being used in general terms without describing it in detail. Use the key to read the pictograph without interpreting it. When the pictograph, reference “picture of x,” since the scale may not be one to one.

In some cases, tactile representation is required to make the item accessible to blind students and some low-vision students.

**Application of Text and Graphics Guidelines**

**Example**

The pictograph title is Dogs at the Park. The Key shows a picture of a dog represents one dog. The table has two columns and four rows; column heading one is Type of Dog; column heading two is Number of Dogs; row one, Beagle, picture of two dogs; row two,
Collie, picture of three dogs; row three, Poodle, picture of one dog; and row four, Dalmatian, picture of four dogs.

Figures/Illustrations

Example 1

Scale: 1 inch = 20 feet

Use the scale to find the actual dimensions, in feet, of the house. Show or explain how you found your answer.
Example 2

Audio Guidelines

Text Only

Read the title of the figure/illustration or any caption that is being used in the title format. Allow for all words and numbers in the pictograph or key to be available to be read on demand.

Text and Graphics

Read the title of the figure or illustration. Include the caption in the description if it is not included in the surrounding text.

Read any scale before describing parts of the figure.

Separate the information into pieces using sentences, bullet points, or lists.
Use similar language to describe all parts of the diagram or illustration. Standardized language will help ensure comprehension.

Remember that the goal is to help the student understand the pertinent information in the diagram. Try to include descriptions of all shapes and figures, but try not to overload the student with descriptions that are overly wordy or not needed to answer the question.

In some cases, tactile representation is required to make the item accessible to blind students and some low-vision students.

**Application of Text and Graphics Guideline**

**Example 1**

A drawing showing a rectangular plot of land is illustrated. The scale shows that one inch equals twenty feet. The left and right sides of the plot are three and three-fourths inches, and the top and bottom sides of the plot are two and a half inches. The rectangular house has side lengths of one and one-fourth inches and three-fourths of an inch. The barn is a square, mostly outside the plot, with a shaded right triangle inside the plot. The hypotenuse of the right triangle and the side of the square inside the plot are the same line segment. One corner of the triangle is at the two and one-fourth inch line at the bottom of the plot and another corner is at the three inch line on the side of the plot. The courtyard is a semicircle with a radius of one-half inch.

**Example 2**

A diagram showing a rectangular section of a river is illustrated. Triangle $PQR$ shows Pam’s trip across the river with all three points of the triangle touching a side of the river. Point $P$ is on the left side of the river, and points $Q$ and $R$ are on the right side of the river. Point $Q$ is the vertex of a right angle. The distance from $P$ to $Q$ is one hundred feet. The distance from $Q$ to $R$ is sixty feet.

**Number Lines**

**Example 1**

Which point on the number line below best represents 0.8?

A. point A  
B. point B  
C. point C  
D. point D
Example 2

Look at this number line.

Point A is halfway between 1/2 and 3/4. What fraction does point A represent? Show your work or explain how you know.

Example 3

The graph below is the solution of which of the following inequalities?

A. \( |x| > 10 \)
B. \( |x| < 10 \)
C. \( x > 10 \)
D. \( x < -10 \)

Audio Guidelines

Text Only

Read the title of the number line only or any caption that is being used in the title format. Allow all letters, words, and number on the number line to be available on demand.

Text and Graphics

Start by reading the title of the number line.

Read the range on the bottom along with the increments displayed.

Read the letters or words on the number line along with their location. Be careful not to violate the construct being measured in doing so. In some cases, tactile representation is required to make the item accessible to blind students and some low-vision students.

If a line or point being described falls between two marked values, then do not estimate or approximate numbers. Instead, use more general language such as “is located a little after,” “is located a little before,” “is closer to,” and “is midway between.”

For bolded number lines, describe which parts are bolded.
Application of Text and Graphics Guidelines

Example 1
A number line is shown with points A, B, C, and D and three equally spaced tick marks between the values of zero and one. Point A is located between zero and the first tick mark, and is closer to zero; point B is located between the second and third tick marks, and is much closer to the second tick mark; while point C and point D are closer to the value one.

Example 2
A number line shows zero and one with three tick marks in between: one-fourth, one-half, and three-fourths. Point A is marked midway between one-half and three-fourths.

Example 3
A number line shows from negative twenty to positive twenty in increments of five. The areas from negative twenty to negative ten and positive ten to positive twenty are bolded with open circles at negative ten and positive ten. There are bolded arrows to the left of negative twenty and to the right of positive twenty.

Spinners
Example 1

Look at this spinner.

On what number is the arrow least likely to land?
- A. 1
- B. 2
- C. 3
- D. 4
Example 2

Look at these spinners.

![Spinners A, B, and C]

Julie, Greg, and Lori each used a different spinner to record the results of 40 spins.

a. This table shows Julie’s results.

<table>
<thead>
<tr>
<th>Color</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
<td>12</td>
</tr>
<tr>
<td>blue</td>
<td>14</td>
</tr>
<tr>
<td>red</td>
<td>14</td>
</tr>
</tbody>
</table>

Which spinner did Julie most likely use? Show your work or explain how you know.

b. This table shows Greg’s results.

<table>
<thead>
<tr>
<th>Color</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
<td>30</td>
</tr>
<tr>
<td>blue</td>
<td>5</td>
</tr>
<tr>
<td>red</td>
<td>5</td>
</tr>
</tbody>
</table>

Which spinner did Greg most likely use? Show your work or explain how you know.

c. Lori used the remaining spinner. Make a table to show the most likely results of Lori’s 40 spins. Explain your reasoning.

Audio Guidelines

Text Only

Read the title of the spinner only. Allow for all letters, words, and numbers on the spinner to be available on demand.

Text and Graphics

Read the title of the spinner and reference it as a spinner.
Read any words, symbols, or numbers in the spinner, starting at the top and moving clockwise.

If necessary, describe the sizes of each section. Be sure not to violate the construct being measured in doing so. In some cases, tactile representation is required to make the item accessible to blind students and some low-vision students.

When describing the size of sections, do not estimate or approximate specific size if it is not labeled. Instead, use more general language such as “less than,” “more than,” and “half of.” Exceptions are for one-fourth, one-third, one-half, two-thirds, and three-fourths that are immediately apparent.

Application of Text and Graphics Guidelines

Example 1

**Grades 7 and lower:** A spinner is divided into eight sections of the same size with one number in each section is shown. From the top moving clockwise the sections read three, four, two, one, three, one, two, and one.

**Grades 8 and higher:** A spinner divided into eight congruent sections with one number in each section is shown. From the top moving clockwise the sections read three, four, two, one, three, one, two, and one.

Example 2

There are three spinners shown labeled Spinner A, Spinner B, and Spinner C. Each spinner is divided into three sections. In Spinner A, one-half of the spinner is labeled yellow, one-fourth of the spinner is labeled blue, and one-fourth of the spinner is labeled red. In Spinner B, three-fourths of the spinner is labeled yellow, and the other part is divided evenly and labeled blue and red. In Spinner C, about one-third of the spinner is labeled yellow, about one-third of the spinner is labeled red, and about one-third of the spinner is labeled blue.
Coins and Dollars

Example

Cindy had $1.00. Then she bought a pencil for $0.37. How much money does she have now?

- A.
- B.
- C.
- D.
Audio Guidelines

Text and Graphics

Describe the money using standard language (penny, dime, quarter, or dollar).

Be sure to read each currency symbol as a symbol and not to interpret the value. (e.g., two quarters instead of fifty cents, or three dimes instead of thirty cents)

If reading the currency symbols violates the construct being measured, tactile representation is required to make the item accessible to blind students and some low-vision students.

Application of Audio Guidelines

Example

A shows two quarters, one dime, and three pennies.

B shows two quarters, two dimes, and three pennies.

C shows three quarters and two pennies.

D shows one dollar bill, one quarter, one dime, and two pennies.

Numbered/Step Diagrams

Example
Audio Guideline

Text Only

Read the title of the diagram only. Allow for all letters, words, and numbers on the diagram to be available to be read on demand.

Text and Graphics

Read the title of the diagram and a brief orientation of what the diagram shows.

In logical order (left to right or top to bottom), read the steps or diagram numbers along with a description of the figures in each step.

Describe the figures with enough detail to understand the item. Unless necessary, do not detail the specific characteristics of the figures being used. (e.g., color, size, location, shape, etc.)

If the description violates the construct being measured (e.g., if the question asked “How many circles are in step 1?”), then adjust the description to be vague. In this case, tactile representation is required to make the item accessible to blind students and some low-vision students.

Application of Audio Guidelines

Example

A diagram shows four steps of a pattern using circles and squares. Step one shows a square and four circles, step two shows two squares and seven circles, step three shows three squares and ten circles, and step four shows four squares and thirteen circles.
Geometric Figures

Example 1

These shapes are the 5 faces of a three-dimensional figure.

What is the three-dimensional figure?
A. cube
B. cone
C. prism
D. pyramid

Example 2

Look at this diagram.

What is the measure of $\angle 1$?
A. 55°
B. 115°
C. 125°
D. 135°
Audio Guidelines

Text Only

Read the title of the shape(s) only. Allow for all labels of sides or angles to be available on demand.

Text and Graphics

Simple shapes (any 2D shape with eight sides or fewer): Reference simple shapes as is, unless the item is measuring identification of a shape. If the item contains a simple shape, reference it without description. If there are unique attributes to the shape, describe what type of shape it is in as few words as possible. Be sure to reference labels of sides, angles, and so on.

3D shapes/figures: Reference the type of figure. If relevant and does not violate the construct being measured, describe the figure including the number of sides. In some cases, if a certain description would violate the construct, tactile representation is required to make the item accessible to blind students and some low-vision students.
Be sure to reference labels of sides, angles, and so on.
Refer to the coordinate grid section for reading shapes on coordinate grids.

Application of Text and Graphics Guidelines

Example 1
A square and four equally sized triangles are shown.

Example 2
A diagram shows a right triangle. The triangle shows a right angle in the left corner, a thirty-five degree angle at the top, with no angle reference in the bottom-right corner. Outside the bottom-right corner of the triangle there is a symbol for angle one, which arcs from the unknown angle in the triangle to touch the ray.

Example 3
Four figures are shown. Figure P is a pentagonal pyramid, Figure Q is a rectangular prism, Figure R is a triangular prism, and Figure S is a triangular pyramid.

For geometric figures with multiple lines
Diagrams with internal angles should generally be described clockwise, beginning at the 12:00 position or a logical point of origin in the diagram.

Example
Bicyclists at National Park can choose one of three bike paths from the visitors’ center, as shown in this diagram.

A diagram shows three rays, each originating at the same point. The first ray, drawn horizontally to the right, is labeled Path 1. The second ray, labeled Path 2, is drawn downward and toward
the right. The angle that includes Path 1 and Path 2 is labeled 24 degrees. The third ray, labeled Path 3, is drawn downward and to the left. The angle that includes Path 2 and Path 3 is labeled $x$. 
References

Appendix K: Legal Background

Federal Legislation

The Elementary and Secondary Education Act
ESEA explicitly calls for the participation in high-quality, yearly student academic assessments of all students [20 USC § 6311(b)(3)(C)(i)]. It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities – as defined in IDEA [20 USC § 1401(3)]—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [20 USC § 6311(b)(3)(C)(ii)].

Federal provisions for inclusion and accommodation of English learners in state assessment and accountability systems are included in ESEA, which requires the participation of all students, including English learners and English learners with disabilities, in standards-based instruction and assessment initiatives (No Child Left Behind Act of 2001).

Through the ESEA federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- How successful schools are including all students in standards-based education;
- How well students are achieving standards; and
- What needs to be improved upon for specific groups of students.

There are several elements in the ESEA that hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the primary (though not necessarily exclusive) tool for determining whether schools have been successful in having students attain the knowledge and skills defined by the content standards. States must include at least 95 percent of students in these assessments, with the following two exceptions:
  - English learners in their first year in a U.S. school are not required to participate in the state’s English language arts Title 1 assessment, and are not counted in the state’s accountability system for ELA and Mathematics; and
  - Up to one percent of the total number of students participating in statewide assessments, and who take alternate assessments based on alternate achievement standards, are not required to take the state’s standard Title 1 assessments and may be counted as proficient on the alternate assessments in the state’s accountability system.
• States must provide assessments in reading/language arts and mathematics for all students, including in grades 3-8 and once in high school; science at least once in elementary, middle, and high school; and English language proficiency for students designated as English learners. (Note: PARCC summative assessments include annual ELA/Literacy and Mathematics End-of-Year and Performance-Based Assessments in grades 3-11.)

• The accountability system is intended to measure the improvement of schools, districts, and states in achieving standards for all students and designated subgroups each year.

• Schools, districts, and states are held accountable for improvements on an annual basis through public reporting and ultimately through consequences if accountability goals are not achieved.

Students with Disabilities

Individuals with Disabilities Education Improvement Act of 2004
IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include that:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [14 USC § 1412(a)(16)(A)]. The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes … a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [14 USC § 1412(d)(1)(A)(v) and (vi)].

For more information, see http://www.ed.gov/policy/.

Section 504 of the Rehabilitation Act of 1973
Section 504 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students. The Act states that:

No otherwise qualified individual with a disability in the United States, as defined in 20 USC § 794(a) of this title, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or
activity receiving Federal financial assistance or under and program or activity conducted by any Executive agency.

In school settings, Section 504 legislation guarantees and protects the rights of students with disabilities who may not have an IEP, but are still considered individuals with disabilities. The definition of a student with a disability is much broader under Section 504 than it is under the IDEA. Under Section 504, in order for a student to have a qualifying disability, a student must have a physical, sensory, or mental impairment that substantially limits one or more major life activities. The determination of a substantial limitation is made on a case-by-case basis by a group of knowledgeable persons who draw upon a variety of information in making the determination [34 C.F.R. § 104.35 (c)].

For more information on Section 504, see: http://ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#S3 and http://www2.ed.gov/about/offices/list/ocr/504faq.html.

Students Who Are English Learners

The terms English learner (EL), English language learner (ELL), and Limited English Proficient (LEP) are used interchangeably. Although federal law and regulations use the term LEP, PARCC uses the term “English learner” throughout this document in an effort not to label learners in terms of their deficiencies or limitations.

Definition of “English Learner”¹

The Elementary and Secondary Education Act (ESEA) provides an explicit definition of what constitutes a "Limited English Proficient" student, as follows:

“...an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.”

¹ Assessment consortia are currently collaborating to develop a comprehensive definition of “English learner,” based on the work (in process) of H. Gary Cook and Robert Linquanti.
Federal Legislation, Policies and Court Cases Ensuring Equal Access for English Learners

**Title VI of the Civil Rights Act of 1964**

42 U.S.C. Section 2000d² states that:

> No person in the United States shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

**Equal Educational Opportunities Act of 1974 (EEOA)³**

EEOA of 1974 requires states and school districts to provide an equal educational opportunity to students learning English. States and districts must take “appropriate action” to “overcome language barriers,” which usually means teaching academic content in the language students understand, while also teaching them English. It prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students' equal participation.

**Office of Civil Rights 1970 Memorandum⁴**

This memorandum:

- Requires school districts to take affirmative steps to rectify language deficiencies in order to open its instructional program to national origin minority group students, where inability to speak and understand English excludes the students from effective participation in the district’s educational program.
- Prohibits school districts from assigning English learner students to special education classes on the basis of criteria which essentially measure or evaluate English language skills.
- Forbids specialized programs for English learner students to operate as an educational dead-end or permanent track.
- Requires school districts to adequately notify language-minority parents of school activities that are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.


The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELs based on Title VI of the Civil Rights Act of 1964. This policy was described in a memorandum in 1970:

> Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

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² Retrieved from the Internet at [http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html](http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html).
⁴ Retrieved from the Internet at [http://www.k12.wa.us/migrantbilingual/k20/ensuringequaleducationalopportunitiesell.pdf](http://www.k12.wa.us/migrantbilingual/k20/ensuringequaleducationalopportunitiesell.pdf)
This memorandum does not inform districts of the steps they must take to ensure equal opportunities for English learners. However, it does state that Title VI of the Civil Rights Act of 1964 is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.

This policy was tested in the Supreme Court Case, *Lau v. Nichols*. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:

*There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.*

Therefore, equal education is only possible when students are able to understand the language of instruction.

**Castañeda v. Pickard (1981)**

This case established the Castañeda standards, a three-prong set of evaluation criteria for the adequacy of a district’s program for English learner students:

1. Is the program based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, sufficient to implement the district’s chosen program effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

**Recently-Arrived Students Who Are English Learners**

Federal 2007 non-regulatory guidance on the *Assessment and Accountability of Recently Arrived and Former Limited English Proficient (LEP) Students* clarifies the definition of a recently-arrived English learner student:

The regulations define a recently arrived LEP student as a LEP student who has attended schools in the United States for less than 12 months … During the period within which an LEP student may be a recent arrival to the United States (during his/her first 12 months attending schools in the U.S.) a
State may exempt such a student from one administration of the State’s reading/language arts assessment. (p. 4)

Recently arrived ELs are required to participate in Mathematics assessments, but states may exclude their results from accountability determinations for their first year in a U.S. school. Therefore, districts should make reasonable efforts to determine the date of enrollment of an English learner in a U.S. school (both inside and outside of their state) and whether the student has been given this exemption previously. The policy allowing first-year EL exemption from the PARCC ELA/Literacy assessment does not apply to the state-required English language proficiency (ELP) assessment; all English learners in grades K-12 must take the state-required ELP assessment, regardless of time in a U.S. school.