PARCC Personal Needs Profile (PNP) Planning Tool for LEAs
February 2015

The purpose of this **optional** planning tool is to provide local educators with a form to help gather and document individual student PNP data, prior to entering or uploading data into the online registration system. For example, this tool could be utilized by an IEP team or Special Education Coordinator, who has been asked to provide student-level information that will be used to complete the PNP, but who will not be directly filling out the PNP online. Completion of this paper form does **NOT** mean that the student's PNP has been completed.

Please refer to the *PARCC Accessibility Features and Accommodations Manual* for detailed information and selection guidelines for each accessibility feature and accommodation: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual**. Note:** The items on this form are the only items required by the PNP online, and do not include the wide range of accessibility features embedded in the test platform that can be selected by any students on an item-by-item basis during the PARCC Assessments.

Please complete the information below and __CHECK__ all applicable boxes.

Student Name: _____ DOB: _____ Sex: _____ Student USI: _____

LEA: _____ School Campus: _____ Grade Level and/or Course(s): _____

Format: Computer-based or Paper-based *(circle one)* **Today's date:** _____

ASSESSMENT ACCOMMODATIONS – PAPER & ONLINE			
Student has an IEP or 504 plan		Student is an English Language Learner (ELL)	
Student has an IEP or 504 plan **and** is an ELL		Student does **not** have an IEP/504 plan and is **not** an ELL	

ASSESSMENT ACCOMMODATIONS – PAPER ONLY *Do not fill out if student is taking Computer-Based Test (CBT)*					
Large Print		Braille with Tactile Graphics		Human Signer	
Human Read Aloud		Paper Translation of the Math Assessment in Spanish			

ASSESSMENT ACCOMMODATIONS – ONLINE ONLY *These accommodations are only available when school-wide testing is computer-based*			
Alternate Representation—Paper Test *(school is CBT, but student needs paper test)*		Translation of the Math Assessment Online in Spanish	

ADMINISTRATIVE CONSIDERATIONS Available for all students taking PARCC Assessments					
Frequent Breaks		Separate/Alternate Location		Small Testing Group	
Specialized Equipment or Furniture		Specified Area or Seating		Time of Day	

ACCESSIBILITY FEATURES IDENTIFIED IN ADVANCE Available for all students taking PARCC Assessments			
Answer Masking		Color Contrast *(circle option & check box)* Abc Black on Cream Abc Black on Light Blue Abc Black on Light Magenta Abc White on Black Abc Light Blue on Dark Blue Abc Gray on Green (Low Contrast)	
Human Reader for Mathematics			
Human Signer for Mathematics			

TEXT-TO-SPEECH READ ALOUD FEATURES – ONLINE ONLY		
Text-to-Speech for **Math** *(accessibility feature available to all students who qualify)*	Text-to-Speech for **ELA/Literacy** *(accommodation only for students with disabilities who meet criteria)*	

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES		ELA/L	Math
Presentation Accommodations	ASL Video		
	Screen Reader or Other Assistive Technology (AT) Application		
	Closed-Captioning for ELA/Literacy		
	Human Reader for ELA/Literacy		
	Human Signer for ELA/Literacy		
	Refreshable Braille Display for ELA/Literacy *(must also check AT Screen Reader)*		
	Tactile Graphics		
Response Accommodations	Answers Recorded in Test Book		
	Braille Response: Braille Writer		
	Braille Response: Braille Notetaker		
	Calculation Device and/or Mathematics Tools *(note that this is for non-calculator sections)*		
	ELA/Literacy Constructed Response: *(circle option & check box)* Speech-to-Text Human Scribe Human Signer External AT Device		
	ELA/Literacy Selected Response: *(circle option & check box)* Speech-to-Text Human Scribe Human Signer External AT Device		
	Mathematics Response: *(circle option & check box)* Speech-to-Text Human Scribe Human Signer External AT Device		
	Monitor Test Response *(for paper-based assessment only)*		
	Word Prediction External Device		

ACCOMMODATIONS FOR ENGLISH LEARNERS	ELA/L	Math
Extended Time		
General Administration Directions Clarified in Student's Native Language (by test administrator)		
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator of hard copy scripts) • *Highest incidence languages include (circle & check box): (1) Spanish; (2) Arabic; (3) Navajo; (4) Chinese Mandarin; (5) Vietnamese; (6) Portuguese; (7) Haitian Creole; (8) Polish; (9) Somali; (10) Marshallese; (11): Other: _____*		
Mathematics Response: *(circle option & check)* • Speech-to-Text • Human Scribe		
Text-to-Speech Translation of the Mathematics Assessment in Spanish		
Word-to-Word Dictionary (English/Native Language)		

TIMING AND SCHEDULING ACCOMMODATIONS FOR ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES					
Extended Time for IEP/504		Extended Time ELL		Extended Time Both IEP/504 and ELL	

Name of person filling out this form: _____

Signature: _____ Date:_____