PARCC Accommodations for Students with Disabilities

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student's Personal Needs Profile (PNP). PARCC accommodations listed in this section are intended only for:

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

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	**DC CAS Accommodation (If Applicable)**	**Policy for use on the PARCC Computer-based Assessment**
Additional Assistive Technology		PARCC is committed to supporting students who need to bring their own assistive technologies to the PARCC assessments. For information on how to test assistive technology devices and software for use on the PARCC assessments with the TestNav platform via an "Infrastructure Trial," please refer to the Assistive Technology Guidelines available at www.parcconline.org/parcc-accessibility-features-and-accommodations-manual
Braille Edition of ELA/Literacy and Mathematics Assessments Note: - Hard-copy braille tests for ELA/Literacy and Mathematics - Refreshable braille displays	Braille Materials	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.

[1] 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.

[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

		for ELA/Literacy only		

PARCC Accommodation	DC CAS Accommodation	Policy for use on the PARCC Computer-based Assessment
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Not Applicable	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.
Descriptive Video for students with visual impairments.	Not Applicable	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments. *This accommodation will not be available for the 2015 Operational year.*

Presentation Accommodations for Students with Disabilities

PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments	Not Applicable	A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form is included in Appendix A.
Screen Reader Version for ELA/Literacy and Mathematics (with and without Refreshable Braille Displays for ELA/Literacy only)	Not Applicable	A student who is blind or has visual impairments takes the ELA/Literacy and Mathematics assessments using screen reader software. The student who takes the screen reader version will be provided external tactile graphics. For students that also use refreshable braille displays for ELA/Literacy, these displays may be used in conjunction with screen reader software. For additional information, please refer to the PARCC Assistive Technology Guidelines and the PARCC Technical Assistance Bulletin for Visual Learners.
Tactile Graphics	Not Applicable	Students who are blind or visually impaired and read braille use tactile

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		graphics.
Electronic "Read Aloud" for the ELA/Literacy Assessments, including items, response options, and passages Available Modes: • Text-to-Speech • American Sign Language (ASL Video) • Human Reader	Oral Reading of Test Questions Not Allowable on the ELA portion of DC CAS (Math, Science, Health, or Composition only)	The accommodation is 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. Note: If headphones are *not* used, the student must be tested in a separate setting. IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level. **Guidelines are provided below for IEP and 504 Teams to identify students to receive this accommodation:** In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to 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 read fluently); 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

[1] 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.

[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

		Before listing the accommodation in the student's IEP or 504 plan, teams 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; • 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 and 504 teams. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making. Refer to Appendix D: Reading Access & Sign Interpreter Accommodation Decision-Making Tool for additional guidance. Human Readers providing the read aloud accommodation must refer to Appendix B: Test Administration Protocol for the Read Aloud Accommodation and Appendix I: Audio and Human Reader Guidelines for the English Language Arts/Literacy for administrative guidance. **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 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).

[1] 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.

[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing	Oral reading of test questions (Math, Science, Health, or Composition only)	The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.
ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing	Interpretation of oral directions (sign language)	The student views an embedded video of a human interpreter for test directions. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.
Students Reads Assessment Aloud to Themselves	Not Applicable	The student reads the assessment aloud to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.
Large Print	Large Print	A large print edition of the test is provided to students with visual impairments. The font size for the PARCC large print edition will be 18 point on paper sized 11x17. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.

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[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

Response Accommodations for Students with Disabilities		
PARCC Accommodation	**DC CAS Accommodation (If Applicable)**	**Policy for use on the PARCC Computer-based Assessment**
Additional 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 compatibility with the TestNav 8 platform via an "Infrastructure Trial," refer to the PARCC Assistive Technology Guidelines available at www.parcconline.org/parcc-accessibility-features-and-accommodations-manual
Braille Note-taker	Not applicable	Student who is blind or has visual impairments will use an electronic braille note-taker or braille writer. 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 or braille writer. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the *PARCC Test Administration Manual*
Braille Writer	Not applicable	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.
Calculation Device and	Calculator	The student uses a calculation device (e.g., four-function calculator, large

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[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)		key or other adapted calculator), arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the **non-calculator session** of the Mathematics test. If a talking calculator is used, the student must use headphones or test in a separate setting. Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor. For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division), this accommodation allows a calculation device to be used on non-calculator Mathematics assessment sessions. **The accommodation would be permitted on test sessions for which calculators are not allowed for other students.** **Guidelines are provided below for IEP and 504 teams to identify students to receive the accommodation of a calculation device on non-calculator sessions of the PARCC Mathematics assessments:** In making decisions whether to provide the student with this accommodation, IEP and 504 teams should consider whether the student has: A disability that severely limits or prevents the student's ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so. 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.
Speech-to-Text or Scribe for the Mathematics assessments and selected response items only on the ELA/Literacy assessments[1] **Available Modes:** • **External Speech-to-Text/Assistive Technology Device** • **Dictating to Human Scribe** • **Signing to a Human Scribe**	Oral Response to test Pointing Response	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. Student's responses must be transcribed exactly as dictated/signed.
Speech-to-Text or Scribe for constructed responses on the ELA/Literacy Assessments[2] **Available Modes:** • **External Speech-to-Text/Assistive Technology Device** • **Dictating to Human Scribe** • **Signing to a Human Scribe**	Oral Response to test	The student dictates responses either verbally, using a speech-to-text device, augmentative/ assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must be tested in a separate setting. In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR

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[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.

		• 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/504 plan, teams should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team. **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). Please refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the *PARCC Test Administration Manual,* for additional administrative guidance.
Word prediction External Device	Not Applicable	The student uses word prediction software that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word. In making decisions whether to provide the student with this

		accommodation, IEP and 504 teams 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 are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments. • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.
Monitor Test Response		The test administrator (or assigned accommodator) monitors proper placement of student responses on a test book/answer sheet. The test administrator or assigned accommodator may not assist the student to change any response.

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Timing and Scheduling Accommodations		
PARCC Accommodation	**DC CAS Accommodation (If Applicable)**	**Policy for use on the PARCC Computer-based Assessment**
Extended Time	Extended Time on Subtests	The student uses "extended time" to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-overage will meet the students' needs. Refer to Appendix **E** for guidelines on administering the PARCC assessments with the extended time accommodation.

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[2] This accommodation applies to Prose Constructed Responses on the ELA/Literacy assessments.