

PARCC Personal Needs Profile (PNP) for Special Populations



OSSE Division of Elementary,
Secondary, and Specialized Education

February 2015

Purpose

For the first time, students in the District of Columbia are participating in PARCC assessments during the Spring of 2015. As part of this transition, the type and amount of accommodations and accessibility features available to special populations has changed.

This webinar training seeks to:

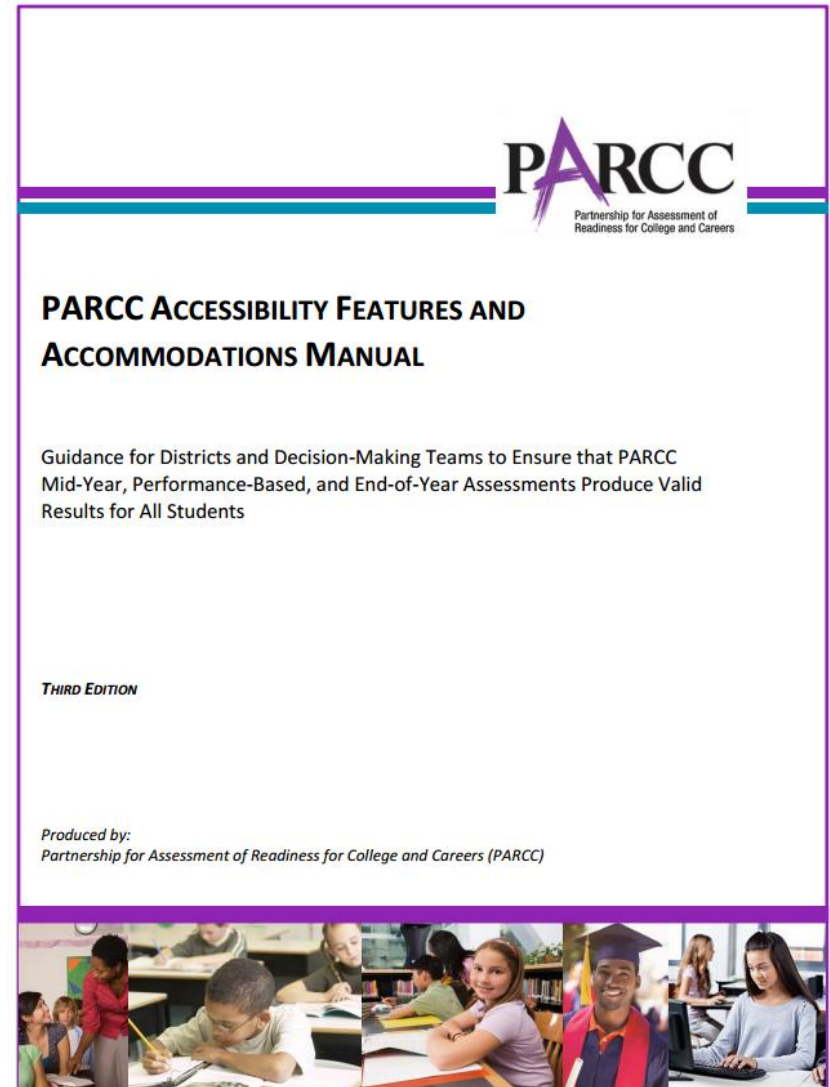
- Review the breadth of accommodations and features available
- Highlight the difference between types of features
- Crosswalk the accommodations available to students in SEDS with PARCC accommodations and features
- Clarify documentation requirements for the use of accommodations and features by special populations
- Provide guidance on completing the PARCC Personal Needs Profile (PNP) for special populations



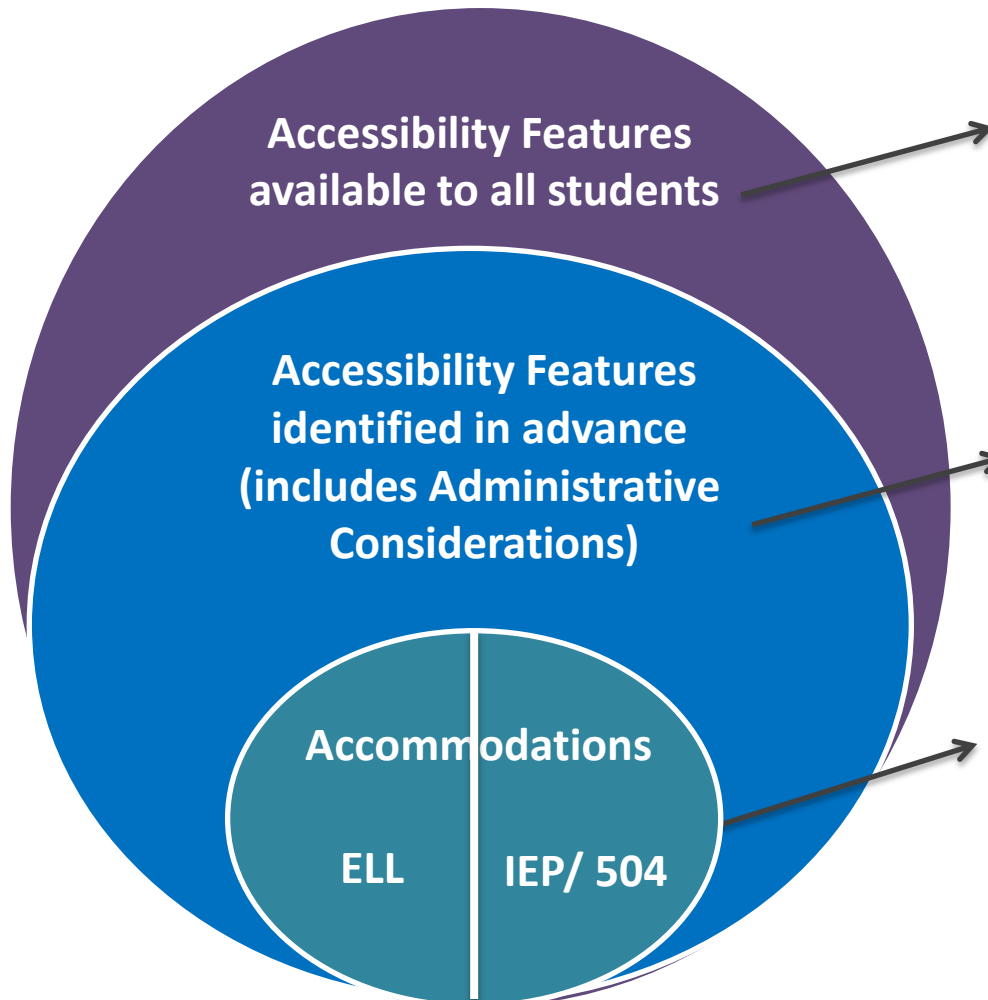
Overview of the PARCC Accessibility System

The PARCC Accessibility System

- PARCC manual was updated in November 2014
- Complete list of all accessibility features and accommodations available
- Provides qualifying criteria for each feature or accommodation
- Provides in-depth guidance on administering each feature and accommodation
- Access the manual via OSSE's Testing Accommodations webpage <http://osse.dc.gov/service/testing-accommodations> or directly from PARCC's website <http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>



The PARCC Accessibility System



The PARCC testing platform includes several accessibility features built into the system that **all students** can access at any time.

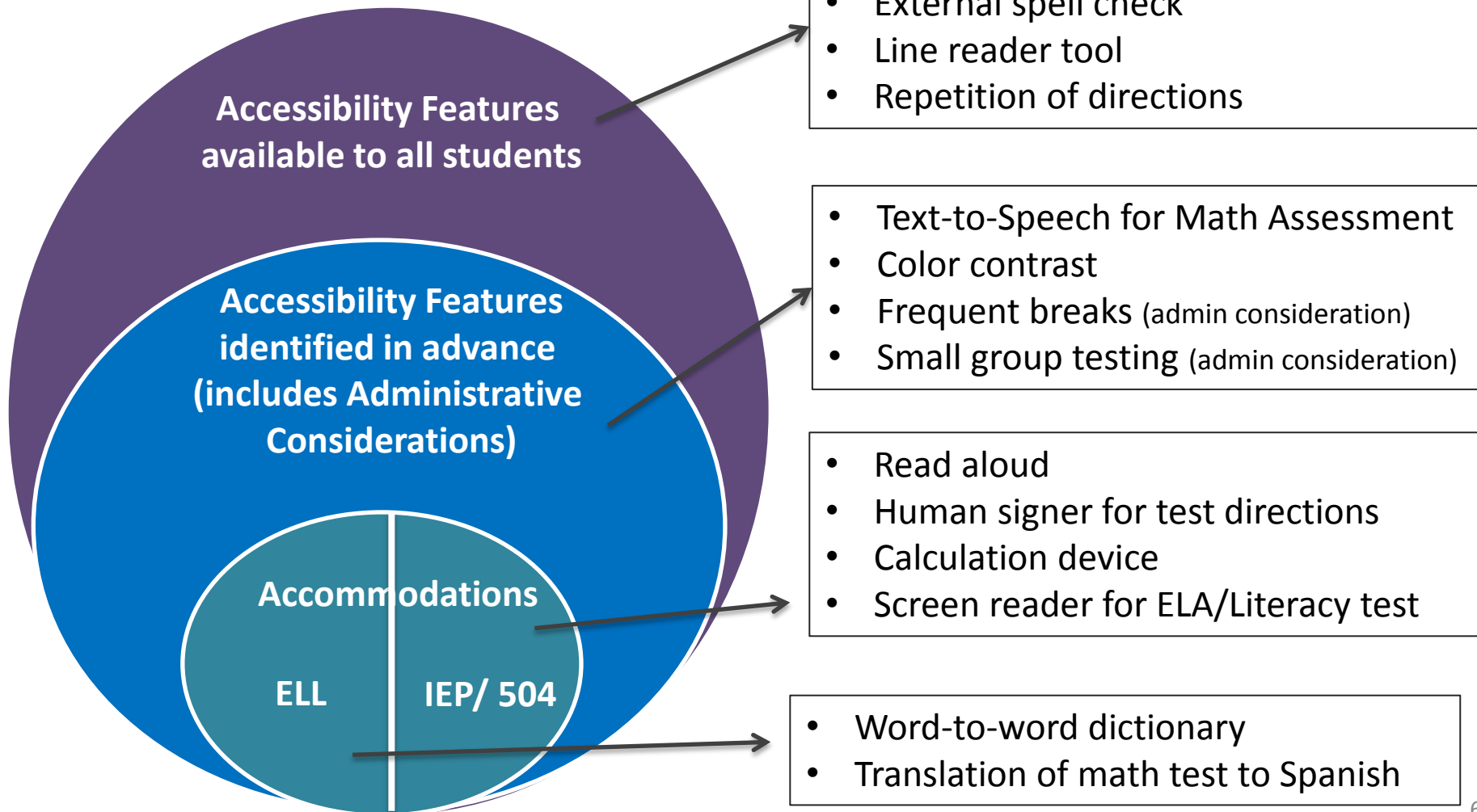
Additional accessibility features are available to **any student**, but must be specifically selected on that student's PNP.

Certain accommodations are available only to **students with disabilities** with **IEP or 504 plans**. Other accommodations are available only for **English Language Learners (ELL)** with **ELL plans**.

Accommodations must be documented in the IEP/504/ELL plan, and also in the student's PNP.

The PARCC Accessibility System

Examples of each type of feature:





Introduction to the PARCC Personal Needs Profile (PNP)

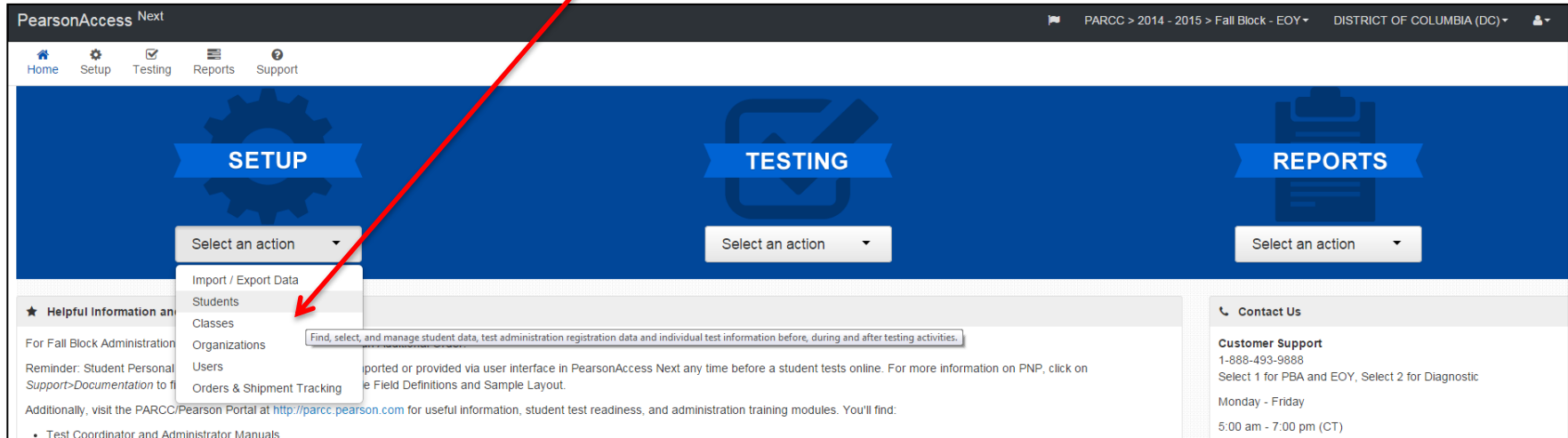
Intro to the Personal Needs Profile

The Personal Needs Profile (PNP) is part of the student registration process for PARCC. The PNP:

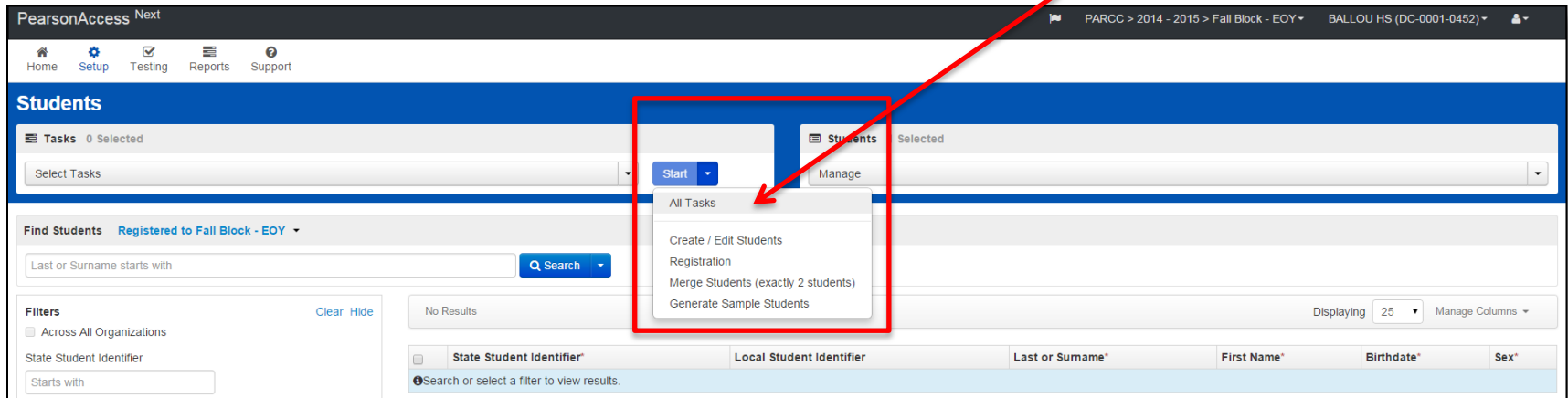
- Is a primary source of documentation of a student's testing conditions
 - For both planning and historical purposes
- Ensures students receive necessary materials
- Embeds and 'turns on' accessibility features that are not already built into the system
- Embeds and 'turns on' accommodations

Intro to the Personal Needs Profile

To view or create a student's PNP, go to PearsonAccess Next, select your school, then go to 'SETUP' and select 'Students'



Once a student is selected, go to 'Tasks' and choose 'All Tasks'



Intro to the Personal Needs Profile

All registered students already exist within PearsonAccess Next (PAN).

In preparation for creating a PNP for a student, the demographic information should automatically populate here.

PearsonAccess Next

Create / Edit Students

1 Create / Edit Students 2 Enroll Students 3 Register Students 4 Manage Student Tests 5 Generate Sample Students +

Students (1)

- + Create Students
- STUDENT, NEW (384571903128118006627650055729)

Details

Organization*
x DC SAMPLE SCHOOL (DC-9999-9999)

State Student Identifier*
38457190312811800662765005

Local Student Identifier

Last or Surname* ⓘ
STUDENT

First Name* ⓘ
NEW

Birthdate* ⓘ
2002-12-01

Middle Name ⓘ

Sex* ⓘ
Male ▼

Optional State Data 1 ⓘ

PARCC Student Identifier
A7E5691B-D916-4703-986E-18C

* Required

Save **Reset**

Intro to the Personal Needs Profile

Additional demographic information is captured on this page as part of the registration process. This is done prior to filling out the PNP.

PearsonAccess Next

Register Students

1 Create / Edit Students 2 Enroll Students **3 Register Students** 4 Manage Student Tests 5 Generate Sample Students +

Students (1)

STUDENT, NEW (384571903128118006627650055729)

PARCC Op Spring PBA 2015

☒ Registered

Grade Level When Assessed* ⓘ
07 - Seventh grade

Responsible District Identifier ⓘ

School/Institution Identifier ⓘ

Ethnicity

Hispanic or Latino Ethnicity ⓘ
No

Race - At least one of the following fields must be selected:

Asian ⓘ

American Indian or Alaska Native ⓘ

Black or African American ⓘ
Yes

Native Hawaiian or Other Pacific Islander ⓘ

White ⓘ

Programs

English Learner (EL) ⓘ
No

Title III Limited English Proficient Participation Status ⓘ
No

Gifted and Talented ⓘ
No

Migrant Status ⓘ
No

Student with Disabilities
Yes

Primary Disability Type ⓘ
SLD - Specific Learning Ddis

Economic Disadvantage Status ⓘ
Yes

Intro to the Personal Needs Profile

The information captured for the PNP is found under **“Manage Student Tests”**

The PNP officially starts with the list of questions about accessibility features and accommodations on this page.

PearsonAccess Next

Manage Student Tests

1 Create / Edit Students 2 Enroll Students 3 Register Students **4 Manage Student Tests** 5 Generate Sample Students

Test Filter:

Test Status Filter: ☐ Complete ☐ Assigned

Student Tests (1)

- [+ Create Student Tests](#)
- STUDENT, NEW (384571903128118006627650055729)
- Grade 7 ELA/Literacy (Assigned)**

Test Details

Grade 7 ELA/Literacy

☒ Assigned

Organization*:

Assessment Session Location:

Test Format*:

Note: Alternate is not a valid test format

Retest*:

Assessment Session Test Administrator Identifier:

Assessment Accommodations - Paper & Online

☐ English Learner (EL) ☐ 504

☐ Individualized Educational Plan (IEP)

Assessment Accommodations - Paper Only

☐ Large Print ☐ Braille With Tactile Graphics

Translation of the Mathematics Assessment in Paper:

Human Reader or Human Signer:



PARCC Accessibility Features

What is/ is not on the PNP?

What is/ is not included in SEDS?

PARCC Accessibility Features (AFs)

AFs not on the PNP

(no action or prior notice required,
automatically embedded in testing platform)

1. Audio amplification
2. Directions clarified
3. Directions read aloud/ repeated
4. Headphones/ noise buffer
5. Magnification device
6. Blank paper
7. Eliminate answer choice
8. Flag items for review
9. Highlight tool
10. Line reader tool
11. Notepad
12. Pop-up glossary
13. Redirect student to test
14. External spell check device
15. Writing tools

AFs Identified in Advance on the PNP

(prior notice required on PNP)

1. Answer masking
2. Text-to-speech for math
3. Human reader or human signer for math
4. Color contrast

Administrative Considerations

Identified in Advance on the PNP

(prior notice required on PNP)

1. Small group testing
2. Frequent breaks
3. Time of day
4. Separate/ alternate location
5. Specified seating
6. Adaptive equipment/ furniture

PARCC Accessibility Features in PNP

Snapshot of the PNP online:

Accessibility Features Identified in Advance
☐ Answer Masking ⓘ
Color Contrast ⓘ
light blue font on dark blue b ⓘ
Human Reader or Human Signer for Mathematics ⓘ
Human Read Aloud ⓘ

Text-to-Speech
☐ Text-to-Speech ⓘ

Administration Consideration
☒ Frequent Breaks ⓘ
☒ Separate/Alternate Location
☐ Small Testing Group
☐ Specialized Equipment or Furniture
☐ Specified Area or Setting
☒ Time of Day

PARCC Accessibility Features (AFs)

AFs not on the PNP

(no action or prior notice required,
automatically embedded in testing platform)

1. Audio amplification
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15. Writing tools

**Captured as
Accommodations
in SEDS/ on IEP**

AFs Identified in Advance on the PNP

(prior notice required on PNP)

1. Answer masking
2. Text-to-speech for math
3. Human reader or human signer for math
4. Color contrast

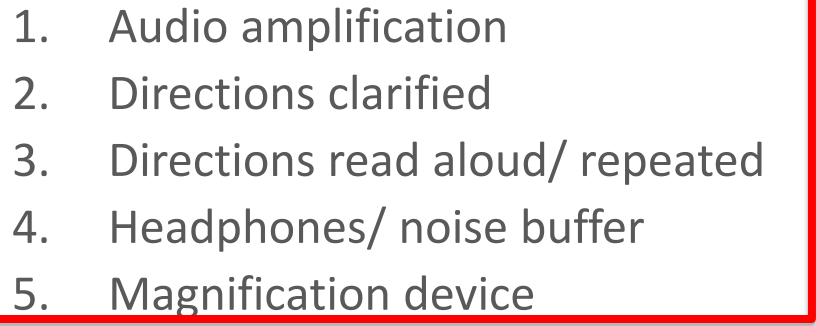
**Administrative Considerations
Identified in Advance on the PNP
(prior notice required on PNP)**

1. Small group testing
2. Frequent breaks
3. Time of day
4. Separate/ alternate location
5. Specified seating
6. Adaptive equipment/ furniture

PARCC Accessibility Features (AFs)

AFs not on the PNP

(no action or prior notice required,
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1. Audio amplification
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 8. Flag items for review
 9. Highlight tool
 10. Line reader tool
 11. Notepad
 12. Pop-up glossary
 13. Redirect student to test
 14. External spell check device
 15. Writing tools

**Captured as
Accommodations
in SEDS/ on IEP**

Plan of Action for General Ed Students:

- Practice using these features (Pearson tutorials & practice tests)
- No documentation required anywhere

Plan of Action for Students w/ IEPs

- Practice using these features
- Document **#1—#5** in SEDS/ on IEP
- No documentation required for #6--#15
 - **Exception:** if AF is required as an accommodation on other statewide/classroom assessments due to the disability.
 - Use “other” box in SEDS

PARCC Accessibility Features (AFs)

Plan of Action for General Ed Students:

- Practice using these features
- Document on the PNP

**Captured as
Accommodations
in SEDS/ on IEP**



AFs Identified in Advance on the PNP (prior notice required on PNP)

1. Answer masking
2. Text-to-speech for math
3. Human reader or human signer for math
4. Color contrast

Administrative Considerations Identified in Advance on the PNP (prior notice required on PNP)

1. Small group testing
2. Frequent breaks
3. Time of day
4. Separate/ alternate location
5. Specified seating
6. Adaptive equipment/ furniture

Plan of Action for Students w/ IEPs

- Practice using these features
- Document **AF#1—#3** and any **admin considerations** in SEDS/ on IEP
- No documentation required for AF #4

PARCC Accessibility Features vs. SEDS

Relationship of PARCC Accessibility Features with IEP Accommodations in SEDS:

- Not all AFs are captured in SEDS
 - Only 8 out of the 19 AFs are in SEDS (see previous list)
 - All 6 of the administrative considerations are in SEDS
- Why? SEDS only includes AFs that were previously considered DC CAS accommodations:
 - These AFs are still considered accommodations for purposes of other statewide assessments (Health & Science) as well as classroom assessments, so it was important to keep them in SEDS.
 - Students with disabilities can have other AFs (not in SEDS) to provide general accessibility to the test.
 - If the student's disability truly requires one of these AFs to be provided for other statewide assessments, not just PARCC, then add it to the "other" box on the IEP.

PARCC Accessibility Features in SEDS

Snapshot of SEDS Accommodations page:

Participation Area		General
Area		Presentation
Accommodation		
<input type="checkbox"/>	Amplification Equipment**	}
<input type="checkbox"/>	Interpretation of Oral Directions	
<input type="checkbox"/>	Magnifying Glass	
<input type="checkbox"/>	Markers to Maintain Place or Mask Answer**	

Considered
'Presentation Accommodations'
on other
statewide
assessments, but
for PARCC they are
'Accessibility Features.'

<input type="checkbox"/>	Reading of Test Questions (math, science, and composition only)**
<input type="checkbox"/>	Repetition of Directions**
<input type="checkbox"/>	Simplification of Oral Directions**

Participation Area		General
Area		Setting
Accommodation		
<input type="checkbox"/>	Noise buffer or Headphones**	

Headphones are listed as a
'Setting Accommodation in SEDS.'

PARCC Accessibility Features Categorized

For a full side-by-side comparison of SEDS Accommodations versus PARCC Accessibility Features and Accommodations, please reference OSSE's crosswalk guidance document:

<http://osse.dc.gov/service/partnership-assessment-readiness-college-and-careers>

PARCC Accessibility Features for All Students				
Name in PARCC Manual	Identified in Advance on PNP?	Name in SEDS	Category in SEDS	Additional Information
Answer Masking	Yes	Markers to Maintain Place or Mask Answer	Presentation	<i>Considered an Accessibility Feature for purposes of PARCC, but remains as an accommodation on the IEP</i>
Audio Amplification	No	Amplification Equipment	Presentation	<i>Considered an Accessibility Feature for purposes of PARCC, but remains as an accommodation on the IEP</i>
Color Contrast (Background/Font Color)	Yes	N/A		
Blank Paper (provided by test administrator)	No	N/A		
Eliminate Answer Choice	No	N/A		
Flag Items for Review	No	N/A		
General Administration Directions Clarified (by test administrator)	No	Simplification of Oral Directions	Presentation	<i>Considered an Accessibility Feature for purposes of PARCC, but remains as an accommodation on the IEP</i>



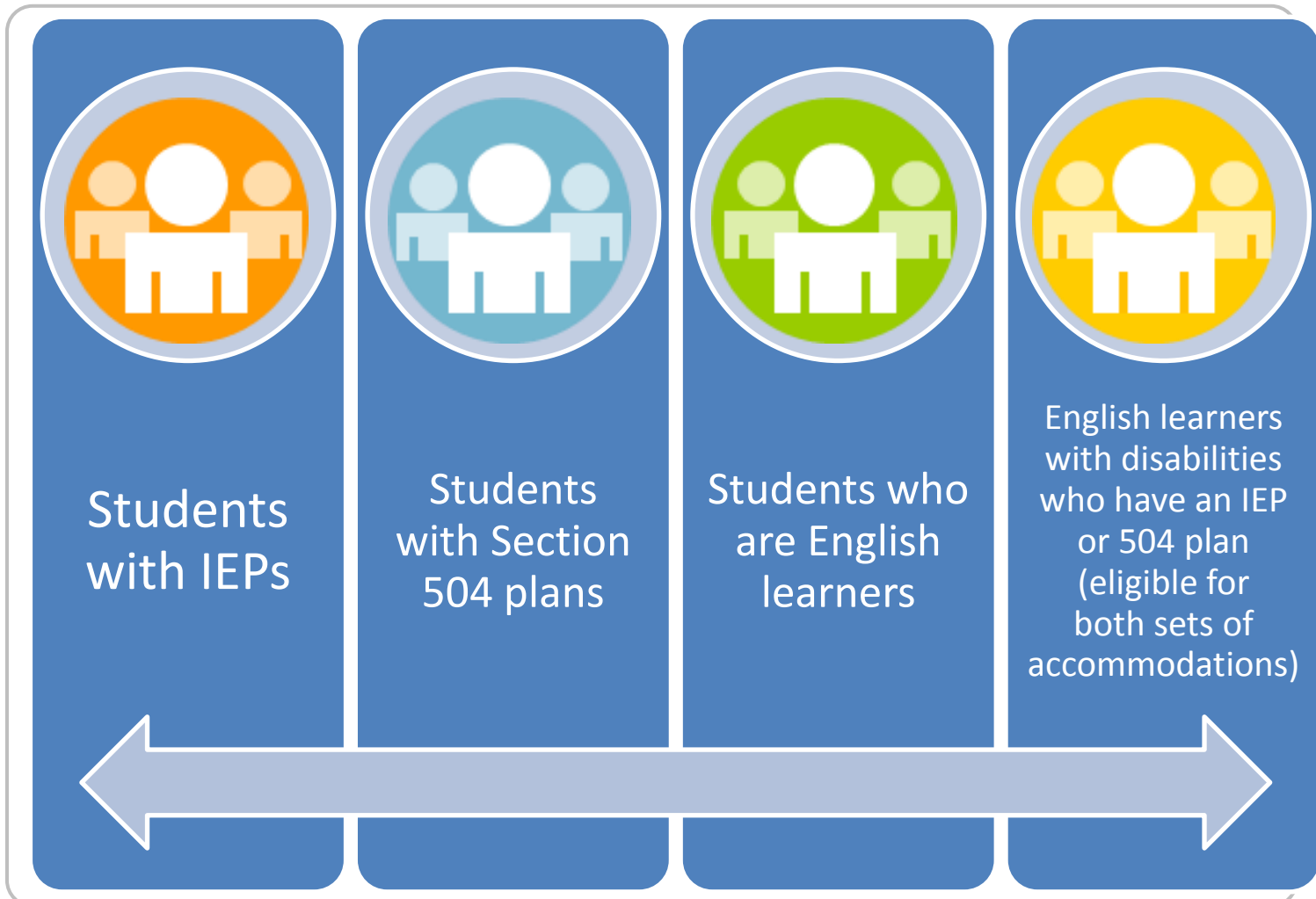
PARCC Accommodations

Available for Special Populations

What Accommodations Look Like on the PNP

PARCC Accommodations for Special Populations

Four distinct groups of students may receive accommodations on PARCC assessments.



PARCC Accommodations Categorized

PARCC divides its accommodations into 3 types:

1) Presentation

- 15 available accommodations
- Examples: large print, text-to-speech for ELA, ASL video, paper-based test, braille, screen reader, etc.

2) Response

- 18 available accommodations
- Examples: constructed response human scribe, speech-to-text, calculation device, etc.

3) Timing & Scheduling

- 1 available (extended time)

For a complete list of all accommodations, see pp. 32-42 of manual.

PARCC Accommodations in the PNP

Snapshot of the PNP online:

Assessment Accommodations - Paper & Online

☐ English Learner (EL) ⓘ 504

☒ Individualized Educational Plan (IEP)

Assessment Accommodations - Paper Only

☐ Large Print ⓘ

☐ Braille With Tactile Graphics ⓘ

Translation of the Mathematics Assessment in Paper ⓘ

▼

Human Reader or Human Signer ⓘ

▼

Assessment Accommodations - Online Only

☐ Alternate Representation - Paper Test ⓘ

Translation of the Mathematics Assessment Online

▼

Administration Consideration

☒ Frequent Breaks ⓘ

☐ Specialized Equipment or Furniture

☒ Separate/Alternate Location

☐ Specified Area or Setting

☐ Small Testing Group

☒ Time of Day

PARCC Accommodations in the PNP

Snapshot of the PNP online (continued)

Students with Disabilities with an IEP and 504 Plan:	
Presentation Accommodations	
<input type="checkbox"/> ASL Video ⓘ	Screen Reader OR other Assistive Technology (AT) Application ⓘ <div></div>
<input type="checkbox"/> Closed Captioning for ELA/L ⓘ	
<input type="checkbox"/> Refreshable Braille Display for ELA/L ⓘ	Human Reader or Human Signer for ELA/L ⓘ <div></div>
<input type="checkbox"/> Tactile Graphics ⓘ	
Response Accommodations	
<input type="checkbox"/> Answers Recorded in Test Book ⓘ	Braille Response ⓘ <div></div>
<input type="checkbox"/> Calculation Device and Mathematics Tools ⓘ	
<input type="checkbox"/> Monitor Test Response ⓘ	Mathematics Response ⓘ <div></div>
<input type="checkbox"/> Word Prediction ⓘ	ELA/L Constructed Response ⓘ <div></div>
	ELA/L Selected Response or Technology Enhanced Items ⓘ <div></div>

PARCC Accommodations in SEDS

SEDS divides its accommodations into 4 types:

1) Presentation

- Some align to PARCC presentation accommodations
- Some are considered PARCC accessibility features

2) Response

- All align directly with PARCC response accommodations, but might have a slightly different name in SEDS

3) Timing & Scheduling

- 1 aligns with PARCC extended time accommodation
- Several align with PARCC administrative considerations

4) Setting

- 1 is considered a PARCC accessibility feature (headphones)
- Several align with PARCC administrative considerations

PARCC Accommodations in SEDS

Snapshot of SEDS Presentation Accommodations:

Participation Area	General
Area	Presentation
Accommodation	
<input type="checkbox"/>	Amplification Equipment
<input type="checkbox"/>	Interpretation of Oral Directions
<input type="checkbox"/>	Magnifying Glass
<input type="checkbox"/>	Markers to Maintain Place or Mask Answer**
<input checked="" type="checkbox"/>	Reading of Test Questions (math, science, and composition only)**

NOTE: some SEDS presentation accommodations are considered accessibility features for PARCC, but remain as accommodations for other statewide tests.

<input type="checkbox"/>	Repetition of Directions**
<input type="checkbox"/>	Simplification of Oral Directions**
<input type="checkbox"/>	Large Print
<input type="checkbox"/>	Hard-copy Braille Edition of ELA/Literacy and Mathematics Assessments
<input type="checkbox"/>	Refreshable Braille Display with Screen Reader Version for ELA/Literacy Assessments
<input type="checkbox"/>	Closed-Captioning of Multimedia on the ELA/Literacy Assessments
<input type="checkbox"/>	Paper-and-Pencil Assessments
<input type="checkbox"/>	Other

Use the 'Other' box to document any additional accommodations. LEAs must submit a **PARCC Unique Accommodations Request** to OSSE, and get OSSE's approval, before a student can use this accommodation on PARCC tests.

PARCC Accommodations in SEDS

Snapshot of SEDS Response Accommodations:

Participation Area		General
Area		Response
	Accommodation	Justification*
<input type="checkbox"/>	Braille Note-taker	<div></div>
<input type="checkbox"/>	Braille Writer	<div></div>
<input type="checkbox"/>	Calculation Device and Mathematics Tools on Calculator Sections of Mathematics Assessments	<div></div>
<input type="checkbox"/>	Calculation Device and Mathematics Tools on Non-Calculator Sections of Mathematics Assessments*	<div></div>
<input type="checkbox"/>	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments*	<div></div>

<input type="checkbox"/>	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Selected Responses on Mathematics Assessments*	<div></div>
<input type="checkbox"/>	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments*	<div></div>
<input type="checkbox"/>	Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology for Constructed Responses on Mathematics Assessments*	<div></div>
<input type="checkbox"/>	Word Prediction External Device*	<div></div>
<input type="checkbox"/>	Other	<div></div>

REMINDER: Use the 'Other' box to document any additional accommodations. LEAs must submit a **PARCC Unique Accommodations Request** to OSSE, and get OSSE's approval, before a student can use this accommodation on PARCC tests.

PARCC Accommodations in SEDS

Snapshot of SEDS Timing & Scheduling Accommodations:

Some of these are considered PARCC Administrative Considerations

Participation Area		General
Area		Timing and Scheduling ▼
Accommodation		
<input type="checkbox"/>	Extended time	
<input checked="" type="checkbox"/>	Flexible scheduling	
<input checked="" type="checkbox"/>	Test administered over several days***	
<input type="checkbox"/>	Test administered at Best Time of Day for Student	
<input checked="" type="checkbox"/>	Breaks between Test Units	

PARCC extended time accommodation

NOTE: this SEDS accommodation is **not allowed for PARCC**, but remains as available accommodation for other statewide tests.

<input checked="" type="checkbox"/>	Extended time on Test Units
<input checked="" type="checkbox"/>	Breaks during a Test Unit
<input type="checkbox"/>	Other

REMINDER: Use the 'Other' box to document any additional accommodations. LEAs must submit a **PARCC Unique Accommodations Request** to OSSE, and get OSSE's approval, before a student can use this accommodation on PARCC tests.

PARCC Accommodations in SEDS

Snapshot of SEDS **Setting** Accommodations:

All of these are considered PARCC Administrative Considerations, except for Noise buffer/ headphones, which is a PARCC Accessibility Feature.

Participation Area		General
Area		Setting
	Accommodation	
<input type="checkbox"/>	Adaptive or special furniture	
<input type="checkbox"/>	Individual testing	
<input type="checkbox"/>	Location with minimal distractions	
<input type="checkbox"/>	Noise buffer or Headphones**	
<input type="checkbox"/>	Preferential seating	

<input type="checkbox"/>	Small group testing
<input type="checkbox"/>	Special lighting
<input type="checkbox"/>	Other

REMINDER: Use the 'Other' box to document any additional accommodations. LEAs must submit a **PARCC Unique Accommodations Request** to OSSE, and get OSSE's approval, before a student can use this accommodation on PARCC tests.



Documentation Requirements for Special Populations

Documenting Accommodations

Joey has an IEP

- 1) IEP team makes decisions about his accommodations and documents in finalized IEP



- 2) Test Coordinator ensures all accommodations are listed in Joey's PNP*



- 3) School Test Plan includes provisions to ensure Joey gets his accommodations



*Some IEP accommodations are considered PARCC Accessibility Features in the PNP

Ava has an ELL Plan

- 1) A school team makes decisions about appropriate accommodations and includes in ELL Plan



- 2) Test Coordinator ensures all accommodations are listed in Ava's PNP

- 3) School Test Plan includes provisions to ensure Ava gets her accommodations



Documenting Accommodations

Q: What if Joey has his annual IEP meeting at the end of February, and new accommodations are added to the updated IEP?

A: The PNP will need to be updated to capture these new accommodations. Additionally, if the school has already done proctor caching, the cache will need to be redone to ensure Joey's changes are uploaded to the TestNav platform.

Q: What if Joey's team decides he needs an accommodation that is not listed on SEDS, nor in the PARCC Accommodations Manual?

A: The IEP team should document it on the IEP in the "Other" box. Also, the LEA must submit a **Unique Accommodations Request** to imani.stutely@dc.gov for OSSE approval to use on PARCC.

— Form is found here: <http://avocet.pearson.com/parcc/home#6363>



Completing the Personal Needs Profile

Completing the PNP for General Ed Students

Q: If a general education student needs an accessibility feature, how do I document this?

Answer:

- If it is an AF that needs to be identified in advance, then select it on the PNP.
- If the AF is already built into the system, and is not on the PNP, then no documentation in the PNP is required.
- Either way, the **School Test Plan** must ensure the student will receive this feature.
 - Examples: Frequent breaks, separate location, redirect student to test, human reader for math, etc.

Q: What if a general education student does not need any accessibility features selected in advance?

A: This student's PNP can be left blank.

Rules for Completing the PNP

- Students must be registered prior to loading PNP data. PNP data is matched to existing student registrations.
- Not all students who are already registered will need PNP data submitted:
 - Only data for students requiring accessibility features that need to be identified in advance, administrative considerations, and accommodations need to be submitted into PearsonAccess^{next} for each test administration.
- **Separate** PNP files must be loaded for PBA and again for EOY.
- **Separate** PNP records must be loaded for each student for ELA and Math.

Two Ways to Complete the PNP

There are two methods for creating a Personal Needs Profile File and uploading the data:

1. PNP File Layout Import

- LEA populates an Excel template provided by Pearson, for a mass upload

2. User Interface

- LEA staff member fills out the PNP for an individual student using the online site

Creating the PNP for an Individual Student

Case Scenario: A smaller LEA chooses to fill out each student's PNP individually, using the online portal. The Test Coordinator (TC) must work together with the Special Education Coordinator (SEC) to ensure students with IEPs have all necessary accommodations selected in the PNP.

- Solution 1: TC and SEC both have access to Pearson portal, and tag team to fill out PNPs.
- Solution 2: TC provides SEC/ special ed staff with a simple paper checklist showing PNP items, where staff can easily fill out for each student with an IEP. TC then uses paper checklists to complete PNPs.
 - OSSE has created a simple PNP paper checklist for this purpose. It can be found on the OSSE website ([URL forthcoming](#))

Creating the PNP for an Individual Student

OSSE has created a simple PNP paper checklist for this purpose. It can be found on the OSSE PARCC Resources website:

<http://osse.dc.gov/service/partnership-assessment-readiness-college-and-careers>

This planning tool is NOT a substitute for the PNP online.

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 <u>and</u> is an ELL		Student does <u>not</u> have an IEP/504 plan and is <u>not</u> 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 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	
Specialized Equipment or Furniture		Specified Area or Seating	

ACCESSIBILITY FEATURES IDENTIFIED IN ADVANCE			
Available for all students taking PARCC Assessments			
Answer Masking		Color Contrast (circle option & check box)	
Human Reader for Mathematics		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></div> <div>Black on Cream</div> </div>	
Human Signer for Mathematics		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: lightblue; border: 1px solid black; margin-right: 5px;"></div> <div>Black on Light Blue</div> </div>	
		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: magenta; border: 1px solid black; margin-right: 5px;"></div> <div>Black on Light Magenta</div> </div>	
		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: black; border: 1px solid black; margin-right: 5px;"></div> <div>White on Black</div> </div>	
		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: lightblue; border: 1px solid black; margin-right: 5px;"></div> <div>Light Blue on Dark Blue</div> </div>	
		<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: gray; border: 1px solid black; margin-right: 5px;"></div> <div>Gray on Green (Low Contrast)</div> </div>	



PNP Data File Import

Overview of PNP Data File Import

The PNP data file allows a user to upload PNP data for large groups of students to the PNP online portal.

- Prevents user from filling out individual PNPs one by one
- Ensures PNP data aligns to correct student registration info

3 Basic Steps:

1. Export current student registration data into an Excel spreadsheet.
2. Use this spreadsheet to fill in PNP data fields in specific columns, using specific formatting.
3. Import the spreadsheet into PearsonAccess^{next}.

Overview of the PNP Data File

Columns	Information Captured
A – M	Student registration info exported from PearsonAccess ^{next}
N – S	Administration Considerations
T – W	Accessibility Features Identified in Advance
X – AD	Presentation Accommodations
AE – AL	Response Accommodations
AM – AR	Accommodations for English Learners
AS	Timing and Scheduling Accommodations (extended time)
AT	End of Record (put a 'Y' in this column to signal end of record)

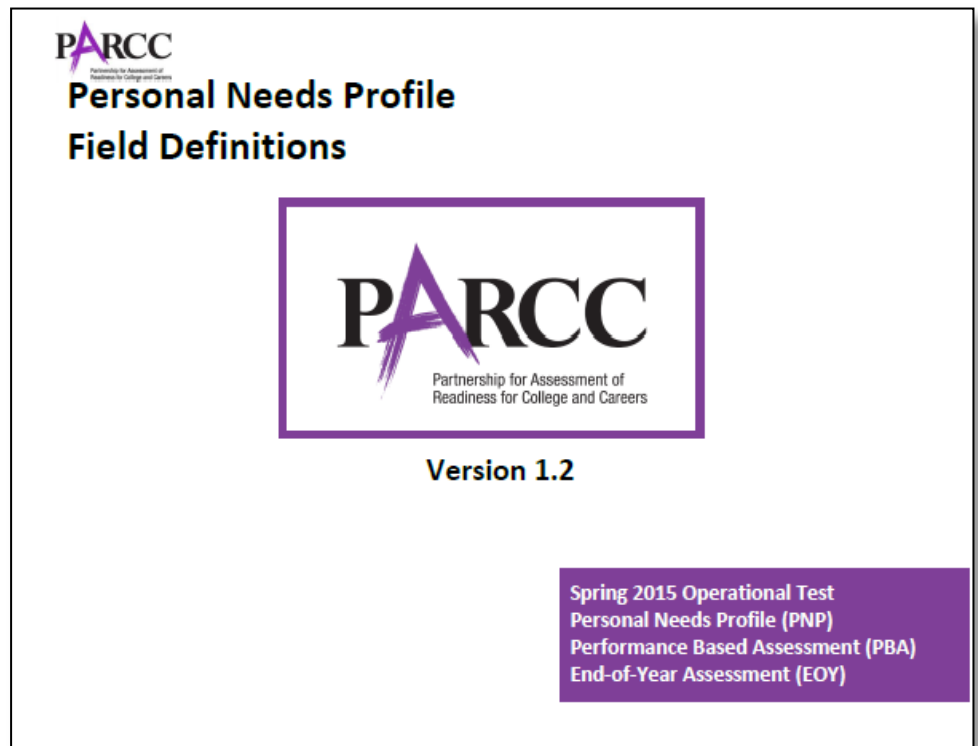
Match PNP Data to Student Registration

Columns A through M must match exactly to student registrations that are currently in PearsonAccess^{next}, otherwise the import will have errors. Start by exporting a spreadsheet of registration data, prior to filling in PNP data. The export will **prepopulate** these columns:

- A – State Abbreviation
- B – Testing LEA
- C – Testing School
- D – State Student Identifier
- E – Local Student Identifier
- F – PARCC Student ID
- G – Last or Surname
- H – First Name
- I – Middle Name
- J – Birthdate
- K – Sex
- L – Test Code
- M – Format

PNP File Layout

- Each column requires very specific expected values.
- When filling out the PNP file, please reference the official PNP Field Definitions document.
- Login using your PearsonAccess^{next} account.
- Click on “Support” and locate the ***Personal Needs Profile File Field Definitions Document***.



PNP File Layout

Columns N through S are used to specify administration considerations for the student.

*Reminder: These accessibility features are available to **all students** and are not limited to students with an IEP, 504 plan or to English Learners.*

In each column:

- Enter **Y** if the student requires the administrative consideration
- Leave **blank** if the student will not receive it

	N	O	P	Q	R	S
	Frequent Breaks	Separate/ Alternate Location	Small Testing Group	Specialized Equipment or Furniture	Specified Area or Setting	Time Of Day
Susie	Y	Y			Y	Y
Billy		Y				
Joey	Y		Y			

PNP File Layout

Columns T through W are used to specify accessibility features identified in advance.

*Reminder: These accessibility features are available to **all students** and are not limited to students with an IEP, 504 plan or to English Learners.*

In each column:

- Enter the appropriate **expected value** if the student requires the accessibility feature (see PNP Field Definitions for exact language)
- Leave **blank** if the student will not receive it

	T	U	V	W
	Answer Masking	Color Contrast	Text-to-Speech for Mathematics	Human Reader or Human Signer for Mathematics
Susie	Y	gray-green		
Billy		white-black	Y	HumanReadAloud
Joey	Y		Y	HumanSigner

PNP File Layout

Columns X through AD are for Presentation Accommodations

Reminder: These accommodations are limited to students with an IEP or 504 plan.

In each column:

- Enter **Y** if the student requires the accommodation
- Leave **blank** if the student will not receive it
- EXCEPTION: For **Column AA**, type 'HumanReadAloud' or 'HumanSigner'

	X	Y	Z	AA	AB	AC	AD
	ASL Video	Screen Reader OR other Assistive Technology (AT) Application	Closed Captioning for ELA/L	Human Reader or Human Signer for ELA/L	Refreshable Braille Display for ELA/L	Tactile Graphics	Text-to- Speech for ELA/L
Susie		Y			Y	Y	
Billy	Y			HumanReadAloud			Y
Joey			Y	HumanSigner		Y	

PNP File Layout

Columns AE through AL are used for Response Accommodations

Reminder: These accommodations are limited to students with an IEP or 504 plan.

In each column:

- Enter the appropriate **expected value** if the student requires the accommodation (see PNP Field Definitions for exact language)
- Leave **blank** if the student will not receive it

	AE	AF	AG	AH	AI	AJ	AK	AL
	Answers Recorded in Test Book	Braille Response	Calculation Device and Mathematics Tools	ELA/L Constructed Response	ELA/L Selected Response or Technology Enhanced Items	Mathematics Response	Monitor Test Response	Word Prediction
Susie			Y	SpeechToText	HumanScribe	HumanSigner		Y
Billy	Y	BrailleWriter		HumanScribe	ExternalATDevice	SpeechToText		Y
Joey	Y	BrailleNotetaker	Y	HumanSigner	SpeechToText		Y	

PNP File Layout

Columns AM through AR are used for accommodations for English learners

In each column:

- Enter the appropriate **expected value** if the student requires the accommodation (see PNP Field Definitions for exact language)
- Leave **blank** if the student will not receive it

	AM	AN	AO	AP	AQ	AR
	General Administration Directions Clarified in the student's Native Language (by test administrator)	General Administration Directions Read Aloud and Repeated as Needed in the student's Native Language	Mathematics Response - EL SpeechToText	Translation of the Mathematics Assessment in Text-to- Speech	Translation of the Mathematics Assessment Online	Word to Word Dictionary (English/Native Language)
Susie						Y
Billy	Y	OralScriptReadbyTestAdministratorPOR		SPA	SPA	Y
Joey	Y	OralScriptReadbyTestAdministratorVIE	HumanScribe	SPA	SPA	

Portuguese & Vietnamese

Spanish

PNP File Layout

Column AS is used to specify extended time for English learners and students with disabilities.

In each column:

- In Column AS, enter **EL**, **IEP504**, or **Both** if the student requires the accommodation of Extended Time.
- Leave **blank** if the student will not receive it

	AS	AT	
	Extended Time	End of record	
Susie	IEP504	Y	
Billy	EL	Y	
Joey	Both	Y	

VERY IMPORTANT:

Column AT is the last column. It signals to the computer that the file is complete. All students must have **'Y'** in this column, or the file will have errors.

Using the PNP File Layout Import

Checklist Prior to PNP File Import

- 1 Receive a PearsonAccess^{next} User Account. You must be assigned the PNP Add-on Role in order to import a Personal Needs Profile.
- 2 Verify that your organizations have been imported into PearsonAccess^{next} and participation set to Yes in both PBA and EOY.
- 3 Verify that your students have been imported into PearsonAccess^{next} in both PBA and EOY.
- 4 Verify that all required fields are populated. Required field rows are highlighted in green.
- 5 All expected values match the values found in this document. Bolded text in the Expected Values column must be entered exactly as it appears.
- 6 Read the PARCC Definitions and Notes carefully to prevent records from encountering cross validation errors.
- 7 Do not delete the header row.
- 8 File must be imported as a Comma delimited file (".csv" file extension).

Tips for the PNP Excel Spreadsheet

Some fields in the PNP File Layout may require leading zeroes:

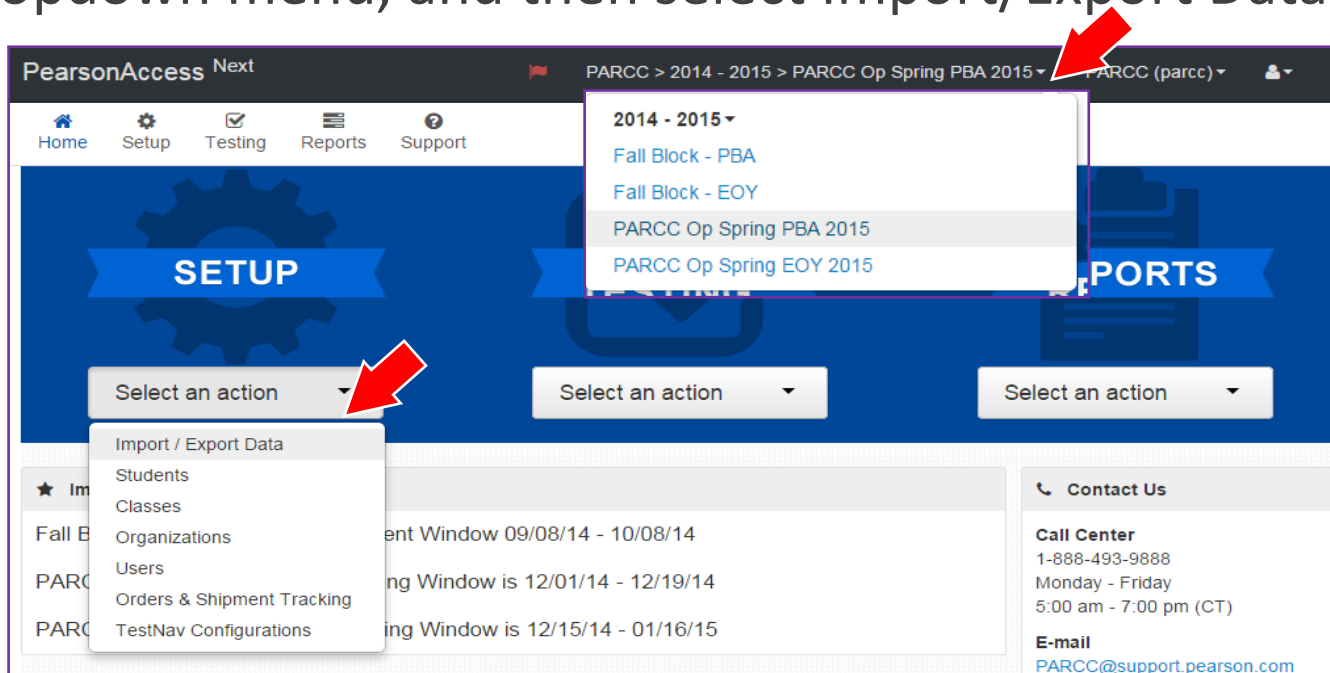
- **LEA & School ID:** 4 digits long
 - Example: If ID is **0123**, then Excel will auto-reformat as **123**, which is a problem
 - Solution: Customize the column to provide **4 digits**
- **Birthdate:** PNP file requires a format of: **yyyymmdd**
 - Example: Excel will auto-reformat **20150711** to be **7/11/2015**
 - Solution: Customize the column to **yyyymmdd**

Helpful Hints:

If you use Microsoft Excel, it is recommended that you save a source file as an Excel spreadsheet to keep formatting (including any leading zeros). Prior to each import attempt, save the file as an Excel spreadsheet (this will be your original source file). Then save it again as a .csv file. If you receive an error message, make the updates in the source Excel spreadsheet and save the file, then save it again as a .csv file.

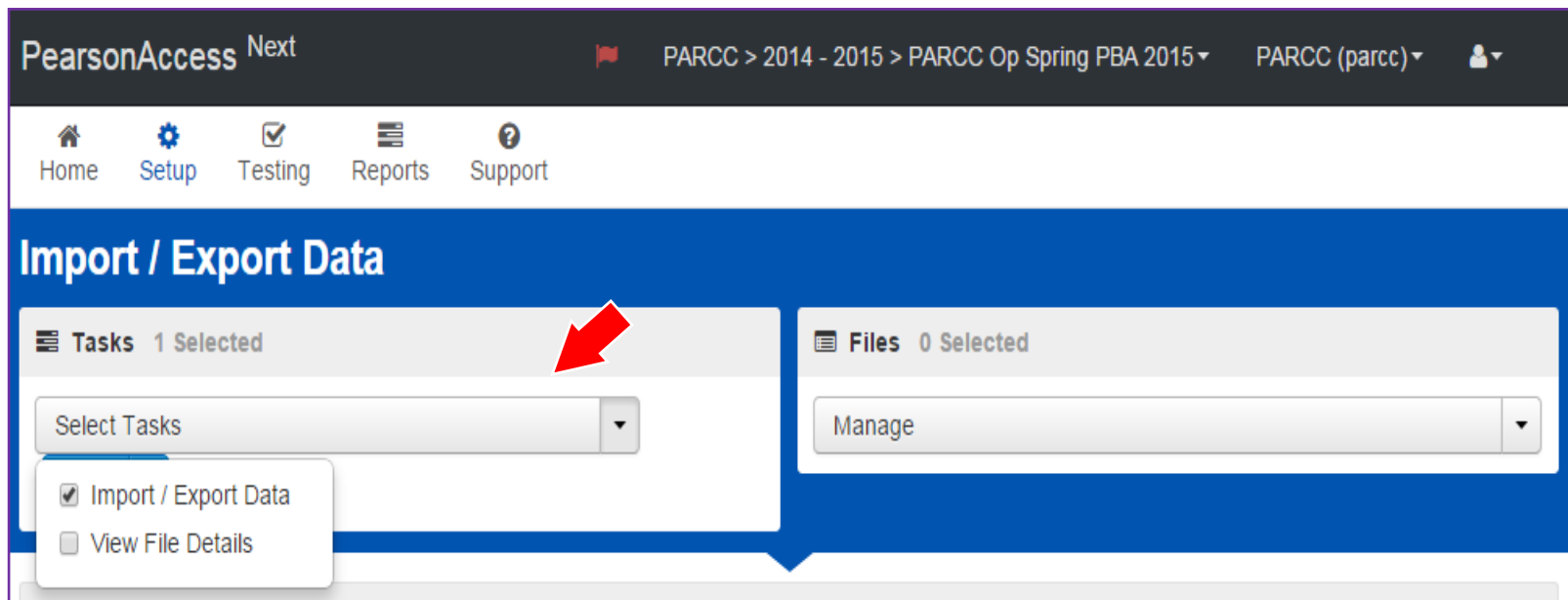
Importing a PNP File Layout

1. Log into PearsonAccess^{next}.
2. Select an administration from the PARCC dropdown menu at the top of the screen. (Remember, you will need to import a Personal Needs Profile for PBA and again for EOY.)
3. In the SETUP section, click on the “Select an action” dropdown menu, and then select Import/Export Data.



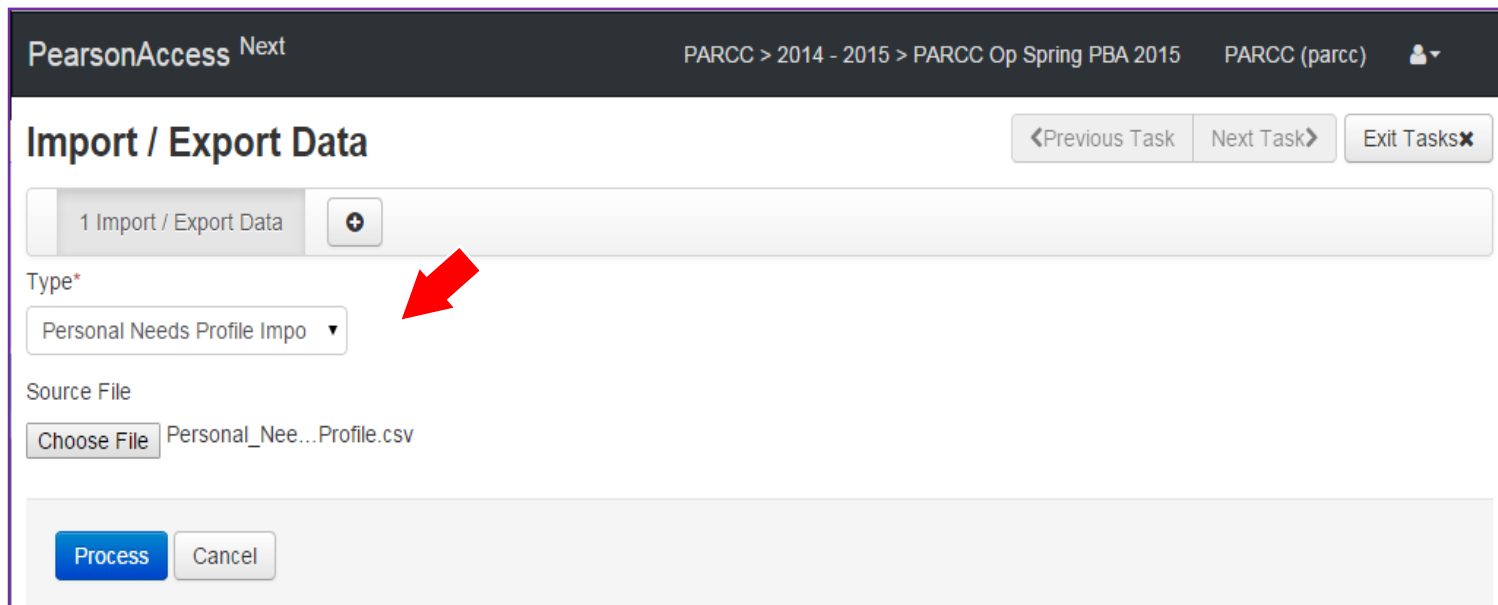
Importing a PNP File Layout

4. In the **Select Tasks** dropdown menu, select **Import/Export Data**.
5. In the **Tasks** dropdown menu, select **Start**.




Importing a PNP File Layout


6. In the **Type** dropdown menu, select **Personal Needs Profile Import**.
7. Click **Choose File** to select the file to import.
8. Once you see the correct .csv file listed, click **Process** to submit the selected file.




PearsonAccess Next

PARCC > 2014 - 2015 > PARCC Op Spring PBA 2015 PARCC (parcc) 

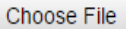
Import / Export Data Previous Task Next Task Exit Tasks

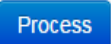

1 Import / Export Data 

Type*

Personal Needs Profile Impo 

Source File

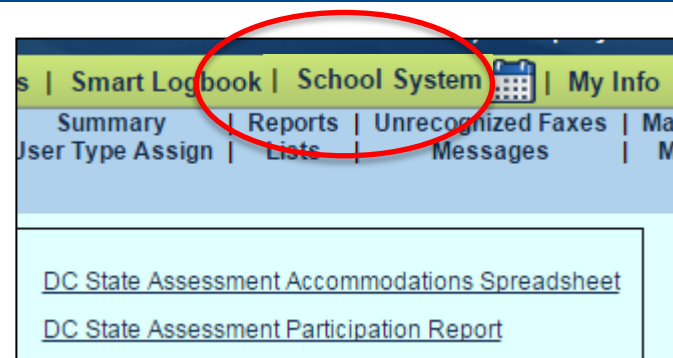
 Personal_Nee...Profile.csv

Using SEDS Reports to Assist with PNP

SEDS can generate an Excel spreadsheet report containing a list of every student's accommodations.

This report can be utilized by LEAs to cross check accommodations in SEDS with data needed for the PNP.



Student Name	Accommodation Area	Accommodation
Swift, Taylor	Presentation	Reading of test questions (math, science, and composition only)
Swift, Taylor	Presentation	Repetition of directions
Swift, Taylor	Presentation	Simplification of oral directions
Swift, Taylor	Setting	Small group testing
Swift, Taylor	Timing and Scheduling	Breaks between subtests
Swift, Taylor	Timing and Scheduling	Extended time on subtests
James, LeBron	Response	Calculators
James, LeBron	Response	Dictated response to examiner
James, LeBron	Setting	Small group testing
James, LeBron	Timing and Scheduling	Breaks between subtests
James, LeBron	Timing and Scheduling	Breaks during a subtest

Considered PARCC accessibility features

Considered PARCC admin. considerations

DC CAS language on current IEP is okay. Just ensure equivalent PARCC accommodation is selected in PNP.

Tips for the PNP Data File

Q: Can I use the same spreadsheet to upload for separate PNPs for PBA and EOY?

A: Yes. The same file can be imported to both test administrations. No values within the file need to be changed, unless student information changes between the PBA and EOY.



Additional Resources

PARCC Support

Contact *PARCC Support* for assistance with:

- ❖ Navigating PearsonAccess^{next}
- ❖ Navigating the Training Center
- ❖ Managing Student Registration Data
- ❖ Setting up test units
- ❖ Managing user IDs and passwords
- ❖ Accessing resources
- ❖ Setting up proctor caching
- ❖ Submitting additional orders
- ❖ Inquiring about shipments
- ❖ Managing Personal Needs Profile Data

Online Support and Resources: <http://parcc.pearson.com/support>

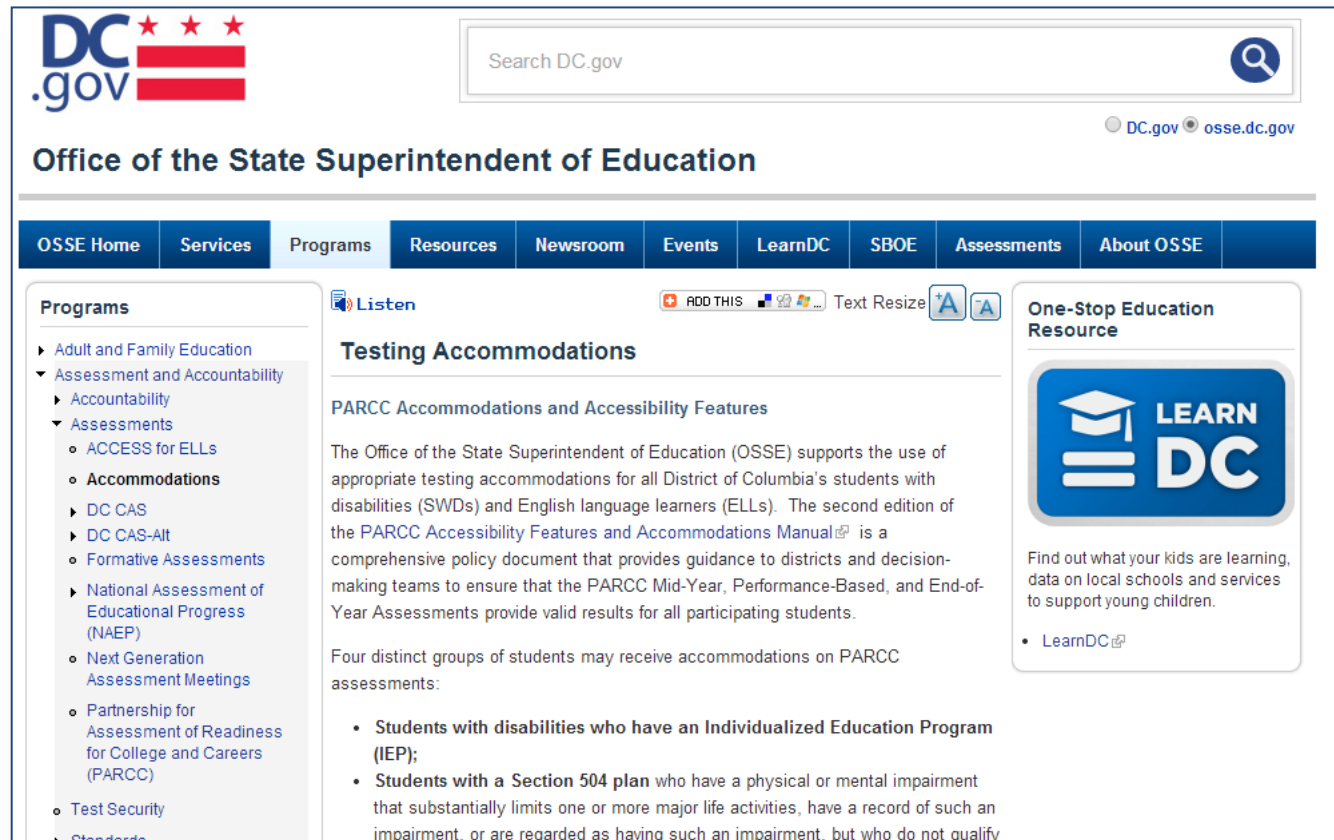
Call Toll Free: 1-888-493-9888 (5:00 am – 7:00 pm CT, Mon. –Fri.)

Email: PARCC@support.pearson.com

PARCC Accommodations Training Resources

The OSSE **Testing Accommodations** page features manuals, guidance documents and resources.

All documents are located at:
<http://osse.dc.gov/service/testing-accommodations>



The screenshot shows the OSSE website with the 'Testing Accommodations' page selected. The left sidebar lists various programs, with 'Assessments' expanded to show 'ACCESS for ELLs', 'Accommodations', 'DC CAS', 'DC CAS-AIT', 'Formative Assessments', 'National Assessment of Educational Progress (NAEP)', 'Next Generation Assessment Meetings', 'Partnership for Assessment of Readiness for College and Careers (PARCC)', 'Test Security', and 'Standards'. The main content area is titled 'Testing Accommodations' and includes a section for 'PARCC Accommodations and Accessibility Features'. This section explains that the OSSE supports testing accommodations for students with disabilities and English language learners, and mentions the second edition of the 'PARCC Accessibility Features and Accommodations Manual'. It also lists four distinct groups of students who may receive accommodations on PARCC assessments: students with disabilities who have an Individualized Education Program (IEP); 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 accommodations; students who are English language learners; and students who are economically disadvantaged. A 'One-Stop Education Resource' sidebar on the right features the 'LEARN DC' logo and a link to 'LearnDC'.

This webinar training video will be recorded and posted on this page under “Additional PARCC Resources.”

Additional PARCC Resources

- [PARCC Webinar Training: PARCC Accommodations for Students with Disabilities and English Language Learners](#)
- [PARCC Accessibility Features versus DC CAS Accommodations](#)
- [PARCC Accommodations for Students with Disabilities](#)
- [PARCC English Language Learner Accommodations](#)
- [Understanding the PARCC Personal Needs Profile](#)

Conclusion

For tech support with the testing platform and registration file, contact Pearson PARCC customer support ((888) 493-9888).

For questions about PARCC Readiness and PARCC Accommodations, please contact your **NGA Ambassador**:
<http://osse.dc.gov/page/osse-next-generation-assessment-nga-ambassador-initiative>.

For questions about the PNP, please contact Tauren Kagwima
tauren.kagwima@dc.gov.

For questions about SEDS, please submit a ticket in the **OSSE Support Tool**.