Testing Accommodations Guide

Part I: Students with Disabilities

2020-21 School Year

A Guide to the Selection and Identification of Accommodations on District of Columbia Statewide Assessments for Students with Disabilities with Individualized Education Programs or Section 504 Plans

Introduction

As a result of the coronavirus (COVID-19) pandemic, students in the District are experiencing instruction in a variety of ways, including both distance and in-person learning. We acknowledge that due to these shifts, local education agencies (LEAs) and schools are navigating new operational challenges with respect to assessments. Our first priority is the health and safety of students and educators. LEAs and schools are working incredibly hard to deliver the highest quality instruction and most supportive environment possible. The Office of the State Superintendent of Education (OSSE) is committed to partnering to both reduce administrative burden where possible, and to support interpretation of the results of our assessments given our new context. Having a statewide measure of academic performance this year will help us better understand where our students are, where supports are needed, and how we can work together to address learning loss experienced during this time.

OSSE supports the use of appropriate testing accommodations for all District of Columbia's students with disabilities (SWDs), English learners (ELs), and ELs with disabilities. The 2020-21 Testing Accommodations Guide was created to ensure that:
- Participation in assessments for SWDs and ELs is consistent in all District of Columbia districts, schools, and programs;
- Appropriate accessibility features are provided to students who need them;
- Appropriate accommodations are provided to all eligible qualified students; and
- Accommodations used in assessment are also used in daily instruction.

The information and requirements described in Part I of this guide apply to students with disabilities, i.e., students who have an individualized education program (IEP) or a Section 504 plan (504 plan), in all public schools and to students in nonpublic settings whose education is supported by District of Columbia public funding. Part II of this guide will focus on accommodations for ELs, with a listing of available accommodations and applicable guidance for implementing appropriate accommodations. ELs with a disability are eligible for both categories of accommodations.

Part I of this guide is meant to be a guide for IEP teams and Section 504 teams, as it provides an overview of each accommodation, its intended use, and eligibility criteria. Additionally, this guide connects each accommodation to its equivalent accommodation, accessibility feature, or administrative consideration specific to each DC statewide assessment.

In the 2020-21 school year statewide assessment season, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs 2.0, and the Multi-State Alternate Assessments (MSAA) in English language arts/literacy (ELA) and mathematics will be administered in-person only. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in ELA and mathematics will be administered both in-person and remotely. Additional considerations for administration of PARCC accommodations for students testing remotely are included in Appendix C of this document.

Accommodations used during testing should be generally consistent with what is being used by the student during instruction. This principle applies to in-person, hybrid, and distance learning. It is important that conditions for distance learning be largely consistent with remote testing conditions. Please note that for remote PARCC testing, the way in which a student receives an accommodation may look different than if they were in person, but every reasonable effort should be made to ensure that students receive the supports to which they are entitled.

Additional materials and technical assistance are available to help school personnel become more familiar with information presented in this guide. Please contact the OSSE Office of Data, Assessment, and Research (DAR) for further information at OSSE.Assessment@dc.gov or visit the OSSE Testing Accommodations website.

Overview of District of Columbia Statewide Assessments

The District of Columbia administers multiple assessments annually in accordance with District and federal law. These statewide assessments are an important source of data on students' progress and performance relative to the District's educational standards. The District of Columbia administers a system of Next Generation Assessments (NGA) aligned to the Common Core State Standards and Next Generation Science Standards, which have been adopted by the DC State Board of

Education. These assessments are also technology- and computer-enhanced. While this shift has been a major transition, it allows students in the District to demonstrate their knowledge in a more accurate and engaging way. Statewide Next Generation Assessments include:

- Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments in English Language Arts/Literacy (ELA) and Mathematics
- DC Science Assessment
- Alternate Assessments (Multi-State Alternate Assessment [MSAA] in ELA and Mathematics)
- Dynamic Learning Maps Assessment (DLM) in Science
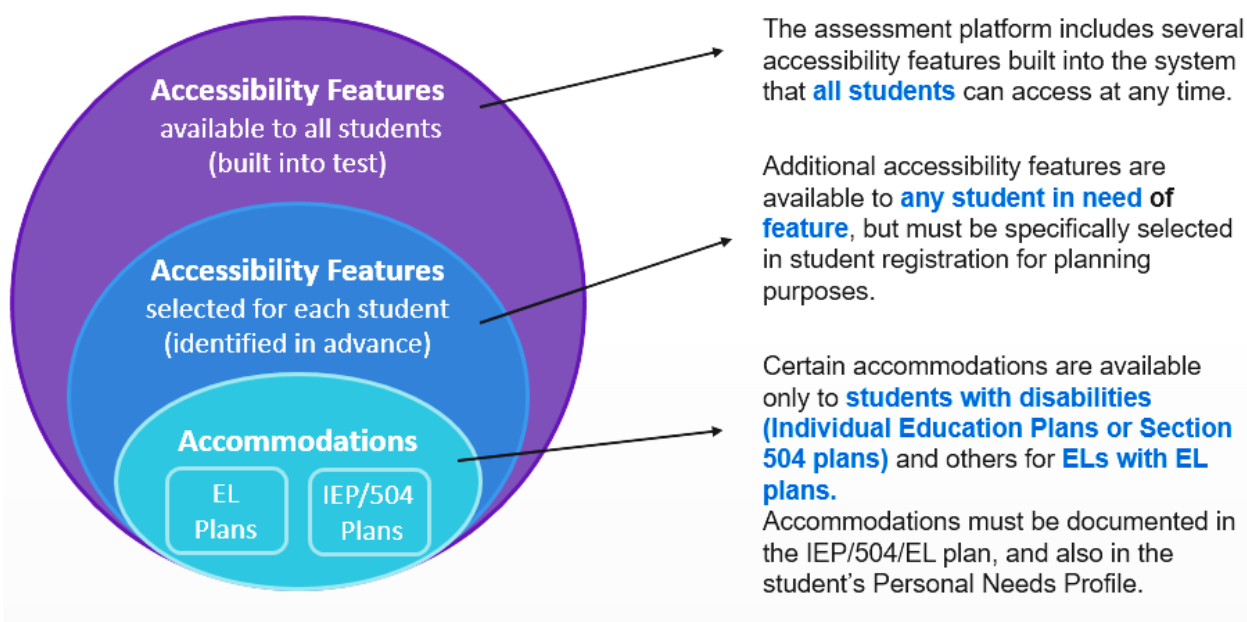- ACCESS for ELLs 2.0 English Language Proficiency Assessment and Alt Access Assessment

The DC Science Assessment and DLM will not be administered in the 2020-21 school year. For more information, visit the OSSE Statewide Assessments website.

Required Documentation of Testing Accommodations
A student who qualifies for testing accommodations must have each applicable accommodation documented on the student's IEP/504 plan prior to participating in any statewide assessment. This documentation typically occurs as part of a student's annual IEP/504 plan review and update. During this meeting, IEP teams/504 teams are encouraged to use this guide in considering, selecting, and documenting appropriate accommodations for the student. IEP documentation must occur in the Special Education Data System (SEDS or "EasyIEP"). Section 504 Plan documentation occurs in the LEA's designated 504 plan documentation system.

If the time of the annual review of the IEP/504 plan is past, but the team determines that an additional accommodation not currently listed on a student's IEP/504 plan is needed, the IEP team must follow LEA protocols for amending the current IEP/504 plan. In September 2015, the list of accommodations available in SEDS was updated to reflect the state's current allowable accommodations. No additional updates to assessment accommodations in SEDS were made for the 2020-21 school year. More information about the current list of accommodations in SEDS can be found in the Testing Accommodations SEDS Crosswalk below.

System of Accessibility Features and Accommodations for Statewide Assessments in the District of Columbia

The assessment 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 in need of feature**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (Individual Education Plans or Section 504 plans)** and others for **ELs with EL plans.**
Accommodations must be documented in the IEP/504/EL plan, and also in the student's Personal Needs Profile.

Accommodations are available only to students with disabilities, ELs, and ELs with disabilities, and only if identified in advance through documentation in an IEP, 504 plan, or EL plan. 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 statewide assessments must be generally consistent with those provided for classroom instruction and classroom assessments.

Accessibility features increase access to test content on a particular test and are available for use by *all students who need them,* not just students with disabilities and English learners*.* Some features are available on demand for all students because they are built into the test platform. These do not need to be identified in advance for test administration planning purposes. Other accessibility features are also available to any student, but only when activated, or 'turned on,' within a student's individual test platform, therefore they must be identified in advance for students who need them.

Similarly, **administrative considerations** may be granted to any student who may benefit from them, at the discretion of school leaders. Administrative considerations are not tied to the testing platform, but rather, are decisions made about a student's testing environment (e.g., small group testing, special seating arrangement, or frequent breaks). School leaders must decide in advance which students need these features, as the school test plan will need to reflect them.

NOTE: For students with disabilities who need certain accessibility features and/or administrative considerations, these should be documented as accommodations in the IEP/504 plan in order to ensure that the student has a legal guarantee to receive the feature as an accommodation during classroom instruction, on other statewide assessments that limit the feature to students with disabilities, or during tests that do not include embedded accessibility features.

If an IEP team/504 team determines that a student needs an accommodation which is not listed below, then the team must submit a Unique Accommodations Request Form to OSSE for approval.

Detailed test administration guidance on the accessibility features for all students available for the PARCC assessments can be found in the PARCC Accessibility Features and Accommodations Manual – Sixth Edition.

Test Administration and Implementation of Testing Accommodations
Each District statewide assessment has its own guidelines for test administration. The implementation of each accommodation may vary from assessment to assessment. Differences in administration and implementation of an accommodation across tests do not affect the eligibility of each student to use this accommodation. Eligibility requirements remain consistent across all statewide assessments. LEA and school testing coordinators should ensure all staff members who will assist in the administration of each assessment are familiar with all applicable guidelines for DC testing. Accommodations are intended to reduce the effects of a student's disability and/or English language proficiency level but not to reduce learning expectations. Additionally, accommodations should never be used for the first time on a state assessment. Testing accommodations should be introduced to the student in a classroom or practice environment prior to statewide assessments to determine their appropriateness and effectiveness.

Alternate Assessments
The **Multi-State Alternate Assessments (MSAA)** in ELA and mathematics were developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that measures what they know and can do in relation

to grade-level state content standards. The MSAA is designed to meet the requirements of the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards. As such, students with disabilities who qualify for the alternate assessment may be in need of testing accommodations. Further information about available accommodations and implementation guidance is found on OSSE's [Alternate Assessments](#) page.

Students found eligible to participate in an alternate assessment, via the alternate assessment eligibility determination process set forth by OSSE, will take the **MSAA** in grades 3-8 and 11.

The Decision-Making Process
To ensure students with disabilities are engaged in standards-based instruction and assessments, every IEP and 504 plan team member must be knowledgeable about the District of Columbia Educational Standards, including the CCSS, NGSS, and accompanying assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. Making appropriate instructional decisions is based on gathering and reviewing all available information about the student's disability and level of performance in relation to the state and district academic standards. The team makes the decision regarding appropriate accommodations to ensure access to the general education curriculum and instruction based on the District of Columbia Educational Standards, the CCSS, and the NGSS. This should be a thoughtful process in which all team members engage in the discussion and decision-making process including the parents and student, when appropriate, to 'level the playing field' so students with disabilities have equal opportunities to successfully participate and learn.

Accommodations used in assessment should also be used in daily instruction. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments.

Testing Accommodations Available to Students with Disabilities in the District of Columbia
Students with disabilities have access to a wide range of accommodations and accessibility features on statewide assessments. All accommodations for statewide testing must be listed on a student's IEP or 504 plan. Additionally, although accessibility features are available to all students, IEP teams or 504 plan coordinators may need to also include accessibility features on a student's IEP or 504 plan if the student requires this feature because of their disability. If an accessibility feature is listed on an IEP or 504 plan, it must be made available to a student during testing and is treated as an accommodation for that student.

The table below outlines the accommodations available for students with disabilities for each statewide assessment, along with brief administration guidance. It also provides a crosswalk to the terminology used in SEDS. Accessibility features and administrative considerations are also included in this chart because while they are not listed as official accommodations, they must be treated as such if they are indicated on a student's IEP or 504 plan. For a separate list of alternate assessment accommodations, please reference the [OSSE Testing Accommodations and Accessibility Features](#) webpage.

IMPORTANT NOTE: All Test Coordinators, Test Administrators, and other staff responsible for selecting, administering, and monitoring accommodations for PARCC assessments should review the full detailed guidance found in the [PARCC Accessibility Features and Accommodations Manual – Sixth Edition](#). This guide does not include full administrative guidance for each feature/accommodation.

Implementation of Testing Accommodations during Distance Learning
LEAs and schools are responsible for ensuring that students receive the accommodations they are entitled to according to their IEP or 504 Plan. IEP or 504 plan teams make decisions on which testing accommodations are appropriate for individual students and are included in student plans. PARCC testing has both an in-person and remote testing option available. The vast majority of accommodations, accessibility features, and administrative conditions are available for remote testing. In spring 2021, all PARCC paper-based accommodations (i.e., Braille, large print, paper-based tests) must be administered in person. Students who receive

certain accommodations delivered by a Test Administrator such as Human Reader, Scribe, or Signer may test via remote administration[1].

During remote administration of statewide assessments, students with disabilities, ELs, and ELs with disabilities must continue to receive the accommodations documented in their IEP/504 plan/EL plan. Considerations for administration of PARCC accommodations for students testing remotely are included in Appendix C of this document. LEAs and schools are responsible for maintaining consistency between accommodations provided during instruction and statewide assessments, whether in-person or remote.

> **Note for Students Receiving Paper-Based Assessment Accommodations**
>
> Schools that are open and serving students in any capacity—for in-person or hybrid instruction, or are operating distance learning hubs—are required to provide the opportunity for students that have paper-based accommodations (Braille, large print, or paper-based tests) identified in their IEP or 504 plan to test in person. Families that have chosen to participate exclusively in distance learning or have declined to make the student available for in-person accommodations and testing are not required to send their students to school to test.

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[1] The Human Reader for Mathematics Assessment accommodation uses a paper-based script and requires the Test Administrator to report to a school building for administration. The student receiving the accommodation may be remote.

Setting Accommodations							
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*			
				L	**R**	**S**	**W**
Specialized Equipment, Furniture, or Lighting	**Adaptive and Specialized Equipment or Furniture** *(administrative consideration)* *Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).* ***Note for Remote Testing:*** *Adaptive/specialized equipment or furniture should be consistent with what is used during distance learning.*						
Noise Buffer or Headphones	**Headphones or Noise Buffer** *(accessibility feature)* *Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.*						
Preferential seating	**Specified Area of Setting** *(administrative consideration)* *Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).*						
Location with Minimal Distractions	**Separate or Alternate Location** *(administrative consideration)* *Student is tested in a location other than their originally scheduled testing classroom.*			**Specific Seating** *(administrative consideration)* *Student is tested in a location other than their originally scheduled testing classroom.*			
Individual Testing **Small Group Testing**	**Small Group Testing** *(administrative consideration)* *Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.*		**n/a** *MSAA is administered in a one-on-one setting*	**Individual or Small Group Setting** *(administrative consideration)* *Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.*			
Unique/ Non-Standard Accommodation	**Statewide Unique Accommodation Request** *Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see* http://osse.dc.gov/service/testing-accommodations *to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.*						

Timing and Scheduling Accommodations

SEDS Statewide Testing Accommodations	PARCC ELA 2020-21	PARCC Mathematics 2020-21	MSAA ELA & Mathematics 2020-21	ACCESS for ELLs 2.0 2020-21 *(ELs with disabilities)*
Extended Time	**Extended Time** *Student has 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 receiving 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*		**n/a** *MSAA is an untimed test.*	**Extended Time of a Test Domain Over Multiple Days (EM)** *In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of OSSE, students may extend the testing session over multiple days.* **L, R, S, W**

				Extended Speaking Test Response Time (ES) *May be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation must be selected in WIDA AMS prior to the student beginning the test.* **S**
				Extended Testing Time Within the School Day (ET) *May be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test sections.* *Extended time is considered 1.5 times the anticipated testing time, however, if a student is actively engaged in testing, the TA may extend the testing time up to the end of the school day.* **L, R, W**

Timing and Scheduling Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
Flexibility in Scheduling	**Time of Day** *(administrative consideration)* *Student is tested during a specific time of day based on their individual needs.*			
Frequent Breaks	**Frequent Breaks** *(administrative consideration)* • *Medical Break: Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break.* • *Individual Bathroom Break: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop.* • *In-Chair Stretch Break: Student pauses and stretches. Student's testing time does not stop.*		**Frequent Breaks[2]** *Every student is different and has varying degrees of stamina and ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time, or ten or more items. The Test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate, or sickness.*	**Frequent or Additional Supervised Breaks** *(administrative consideration)* *Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious).*
Unique/ Non-Standard Accommodation	**Statewide Unique Accommodation Request** *Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see http://osse.dc.gov/service/testing-accommodations to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.*			

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*

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[2] For MSAA only, the TA may pause and resume the administration of the Test as often as necessary during the whole administration window. A break may consist of a few minutes to a few days, depending on the student's needs.

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
Audio Amplification	**Audio Amplification *(accessibility feature)*** *Student raises or lowers the volume control, as needed, prior to testing. Final volume must be set prior to testing. Student uses amplification device assistive technology (e.g., FM System) provided by the school or student. The student brings familiar auditory aid assistive technology to the test administration. If needed, the test administrator tests technology prior to test administration (e.g., during an "Infrastructure Trial").*		**Increase Volume *(accessibility feature)*** *To increase the volume on the computer, laptop, or tablet, use the built-in volume control options. Students may need headphone depending on testing location.*	**Audio Aids *(universal tools)*** *Student uses a tool to amplify or diminish sound. Audio aids may include: amplification device, noise buffer (headphones, earbuds), or white noise machine.*
Magnification	**Magnification/Enlargement Device *(accessibility feature)*** *Student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye- glass mounted or hand-held magnifiers, electronic magnification systems, etc.).*		**Magnification Tool *(accessibility feature)*** *The embedded magnification tool increases the size of the text and graphics only in the selected area. The magnification tool is attached to the cursor so it will highlight any section the mouse hovers over.* **Increase/Decrease Size of Text and Graphics *(accessibility feature)*** *Computers, laptops, and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers, and smart boards may also be used to increase the size of the text and graphics. Zoom may also be used to reduce the size of the text or graphics in order to view more item information on one page.*	**Low-Vision Aids or Magnification Devices *(universal tool)*** *Student uses a magnifier button to increase the size of graphics and text by 1.5x or 2.0x.*
Large Print Edition	**Large Print Edition** *Student with a visual impairment who is unable to take a computer-based assessment uses a large print paper-based form of each assessment. This accommodation is available in-person only.*		n/a	**Large Print** *Available with paper administration only* **L, R, S, W**
Paper-Based Edition	**Paper-Based Edition** *Student who is unable to take a computer-based assessment due to a disability may take a paper-based version of the assessment. This accommodation is available in-person only.*		**Paper Version** *A Paper Version of the Test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded*	**Participate in Different Testing Format (Paper)** *Student who is unable to take a computer-based assessment due to a disability may take a paper-*

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
			files must be deleted from any computer or laptop used for testing.	based version of the assessment.
Clarification/Repetition of Directions	**General Administration Directions Read Aloud and/or Clarified** *(accessibility feature)* *Test administrator reads aloud, repeats, and/or clarifies the general administration directions only. No passages or test items may be clarified. A student may raise his or her hand and request the directions be repeated.* *Note for Remote Testing: Schools are to develop a process for providing this accessibility feature for students testing remotely.*			
Directions Available in ASL	**Human Signer for Test Directions (ASL video option not available)** *Human signer signs the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.* *Note for Remote Testing: See Appendix C of this document for guidance on remote administration of this accommodation.*		**Sign Language** *For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English (SEE), the TA may translate passages, items, answer options, and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student.*	**Interpreter Signs Test Directions in ASL (SD)** *May be used to help students who use ASL become familiar with test logistics, directions, and practice items.* **L, R, S, W**
Student Reads Assessment Aloud to Themselves	**Student Reads Assessment Aloud to Him- or Herself** *(accessibility feature, PNP)* *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.*		**n/a**	***Read Aloud to Self** (administrative consideration)* *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.*
Masking Tools	**Line Reader Mask Tool** *(accessibility feature)* *Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.*		**Line Reader** *The embedded Line Reader tool allows the entire item to be shaded, and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA*	**Line Guide or Tracking Tool** *(universal tool)* *Student uses Line Guide tool to guide his or her eyes while reading text on the computer screen.*

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
	Answer Masking *(accessibility feature, PNP)* *Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.*		**Answer Masking Tool** *(accessibility feature* *The embedded Answer Masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.)*	n/a
	Eliminate Answer Choices/Answer Eliminator *(accessibility feature)* *Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.*	n/a	n/a	n/a
Markup Tools	**Bookmark – flag items for review** *(accessibility feature)* *Student uses various markup tools to assist in reading, recalling, and/or emphasizing text, and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.*	n/a	n/a	n/a

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
	Highlight Tool *(accessibility feature)* *Student uses various markup tools to assist in reading, recalling, and/or emphasizing text, and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.*		**n/a**	**Highlight Tool** *(universal tool)* *Student uses highlighter button to mark text in yellow. This is only available with mouse control.*
	Line Reader Mask Tool *(accessibility feature)* *Student uses various markup tools to assist in reading, recalling, and/or emphasizing text, and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.*		**Line Reader Tool** *(accessibility feature)* *The embedded Line Reader tool allows the entire item to be shaded, and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.*	**Line Guide or Tracking Tool** *(universal tool)* *Student selects the Line Guide button to move the line guide. This is only available with mouse controls.*
Read Aloud for Non-ELA/Literacy Assessments	**n/a**	**Text-to-Speech for Mathematics** *(accessibility feature, PNP)* **Human Reader/Human Signer for Mathematics** *(accessibility feature, PNP)* *Student uses a human reader, human signer, text-to-speech function, or audio file to hear the test questions and passages read aloud. Non-ELA/Literacy assessments may include the PARCC Mathematics Assessment.*	**Audio Player Tool- MSAA Only** *(accessibility feature)* *The embedded Audio Player reads each line automatically and can be paused, resumed, and made to repeat segments as needed. The pace of reading can be controlled by the student or TA so that text may be slowed or sped up depending on student needs.* **Read Aloud by TA- MSAA Only** *(accessibility feature)* *The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.* **Alternative Text Read Aloud by TA- MSAA Only** *(accessibility feature)* *Alternative text includes descriptive*	**n/a**

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
			statements for graphics (e.g., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand. Alternative text can be read by the embedded Audio Player or the TA. If the TA will read the alternative text, it is included in the DTA and should be read as indicated. **Sign Language- MSAA Only** *For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English (SEE), the TA may translate passages, items, answer options, and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student.*	
Read Aloud for ELA/Literacy Assessments	**ELA/Literacy Assessments, including items, response options, and passages: Text-to-Speech, ASL Video, Human Reading/Human Signer** *Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments. This accommodation is intended to provide access to printed or written texts on ELA/Literacy assessments to a very small number of students with print-related disabilities who would*	n/a		**Human Reader for Items (HI)** *May be provided to students who have a documented need for an in-person human reader (e.g., lip reading support, support in focusing attention, etc.).* **L, S, W** **Human Reader for Response Options (HR)** *Only available for the Listening domain and may be used for students who have a documented disability requiring support*

SEDS Statewide Testing Accommodations	PARCC ELA 2020-21	PARCC Mathematics 2020-21	MSAA ELA & Mathematics 2020-21	ACCESS for ELLs 2.0 2020-21 *(ELs with disabilities)*
	*otherwise be unable to participate in the assessment because their disability **severely limits or prevents** their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.* *Students with a visual impairment who are unable to read braille, and students with a hearing impairment that severely limits their ability to decode text may also qualify for this accommodation.* *For more guidance on the read aloud accommodation, and to access a decision-making tool for IEP and 504 teams, please see the PARCC Accessibility Features and Accommodations Manual,* [*Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments.*](#) ***Note for Remote Testing:*** *See Appendix C of this document for guidance on remote administration of these accommodations.*			*for reading, print, or focus/attention.* **L**
ASL Presentation of Non-ELA/Literacy Assessments	n/a	**ASL Video for the Mathematics Assessments** *Student views an embedded video of a human interpreter for the assessment. If*	**Sign Language** *For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English (SEE), the TA may*	n/a

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
		ASL video is not available, the student should be provided with the human signer accommodation.	*translate passages, items, answer options, and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student*	
Closed-Captioning of Multimedia	**Closed-Captioning of Multimedia on the ELA Assessments** *A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the assessment.*	n/a	n/a	n/a
Braille Edition	**Hard-Copy Braille Edition** *The Braille Edition accommodation is intended for students who are blind or visually impaired. A student who is unable to take the computer-based test with a refreshable braille display (or where refreshable display is not available) may take the assessment using a hard-copy braille edition. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed. This accommodation is available in-person only.*		**Braille MSAA Only** *Intended for students who are blind or visually impaired. LEAs should inform OSSE about the number of braille copies needed. MSAA forms are available in United English Braille (UEB).*	**Braille with Tactile Graphics (BR)** *May be used to provide access to the assessment for a braille-proficient EL who is blind. Only available for paper-based administration.* **L, R, W**
Screen Reader Edition	**Screen Reader Version** *The Screen Reader Edition accommodation is intended for students who are blind or visually impaired. A student may take the assessment using his or her preferred screen reader software (when available) with a refreshable braille display. For Screen*	n/a	n/a	n/a

SEDS Statewide Testing Accommodations	PARCC ELA 2020-21	PARCC Mathematics 2020-21	MSAA ELA & Mathematics 2020-21	ACCESS for ELLs 2.0 2020-21 *(ELs with disabilities)*
	Reader Edition, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille. A student who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable.			
	Refreshable Braille Display with Screen Reader Version for ELA Assessments *The Refreshable Braille Display with Screen Reader accommodation is intended for students who are blind or visually impaired on the ELA assessments. A student may take the assessment using his or her preferred screen reader software (when available) with a refreshable braille display. A student who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable.*	n/a	n/a	n/a
Tactile Graphics	**Tactile Graphics** *For Screen Reader Edition, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to*	*n/a*	**Tactile Graphics** *Tactile graphics may be used during the Test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar*	**Braille with Tactile Graphics (BR)** *Embossed tests with graphics provided in either contracted or uncontracted braille for Tier B.*

Presentation Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21** *(ELs with disabilities)*
	use, braille. A student who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed. This accommodation is available in-person only.		*with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require*	**L, R, W**
Redirect Student to Test	**Redirect Student to the Test** *(accessibility feature)* *The test administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.* **_Note for Remote Testing:_** *Schools are to develop a process for providing this accessibility feature for students testing remotely.*			
Color Contrast	**Color Contrast** *(accessibility feature, PNP)* *Student uses an alternate onscreen background and/or font color based on need or preference.*		**Alternate Color Theme Tool** *(accessibility feature)* *The student or TA can change the onscreen background color and/or text color based on need or preference.*	**Color Contrast** *(universal tool)* *Student uses an alternate onscreen background and/or font color based on need or preference.* **Color Overlay** *(universal tool)* *Student uses an alternate onscreen background color with black text based on need or preference.*
Unique/ Non-Standard Accommodation	**Statewide Unique Accommodation Request** *Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see <u>http://osse.dc.gov/service/testing-accommodations</u> to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.*			

Response Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21**
Braille Writer or Note-Taker Device	**Braille Note-Taker and Braille Writer** *A student who is blind or has a visual impairment may use a braille writer or an electronic braille note-taker. If these tools are not available, the student may use a human scribe.*		**n/a** *Use Human Scribe.*	**n/a** *Use Human Scribe*
Non-Standard Calculation Device on Calculator Sections	**n/a**	**Calculation Device (on Calculator Sections of Mathematics Assessments)** *Student uses a specific calculation device that is different from the embedded grade-level calculator on the calculator section of the assessment (e.g., large key, talking, or other adapted calculator).*	**Manipulatives for Mathematics** *Directions for the use of manipulatives are described in the DTA; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include: 1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. 2. Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.*	**n/a**
Calculation Device on Non-Calculator Sections	**n/a**	**Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessment)** *The purpose of the calculation device on the non-calculator sections is to provide access for students with a disability that **severely limits or prevents** their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, and for a complete list of permissible calculation devices, please review this accommodation in the [PARCC Accommodations Manual.](#)*	*n/a*	**n/a**

Response Accommodations				
SEDS Statewide Testing Accommodations	PARCC ELA 2020-21	PARCC Mathematics 2020-21	MSAA ELA & Mathematics 2020-21	ACCESS for ELLs 2.0 2020-21
Human Scribe, Speech-to- Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments	**ELA/Literacy Selected Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device** *Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). ***Note for Remote Testing:*** *See Appendix C of this document for guidance on remote administration of this accommodation.*	n/a	**Scribe- MSAA Only** *A TA may record student responses for all or part of the Test, including the writing prompt. Anyone performing as a scribe for the student must read and follow the MSAA Scribe Accommodation Protocol in Appendix A of this document. Here are three ways a scribe can support the student's independence during testing:* 1. *A student is able to use a mouse to select a response to the selected response items but cannot use the keyboard to type a response to the writing prompt. In this case, the scribe can type the student's writing response but may not need to help with any other part of the Test.* 2. *A student is able to use the mouse but becomes physically fatigued easily. The scribe can select the response the student indicates as needed. The scribe can assist with recording and typing the student's writing response.* 3. *A student is able to complete the Paper Version of the Test that the TA printed. The TA enters the student's responses into the MSAA Online Assessment System when the student has completed the Test, after each testing session, or after several items are completed.*	**Scribe (SR)** *May be used for an EL who:* 1. *Has a physical disability that prevents independent computer input even with adaptive equipment.* 2. *Has a physical inability to hold a writing instrument* 3. *Has a physical disability that prevents expressing written communication.* *This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance.* **L, R, W**
Human Scribe, Speech-to- Text, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments	**ELA/Literacy Constructed Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device** *Student dictates responses either verbally, using an external speech-to-text device, an*	n/a		

SEDS Statewide Testing Accommodations	PARCC ELA 2020-21	PARCC Mathematics 2020-21	MSAA ELA & Mathematics 2020-21	ACCESS for ELLs 2.0 2020-21
	augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. IEP and 504 teams should consider whether the student has 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 attempts to do so. *For further guidance on administering this accommodation, please see the [PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).* ***Note for Remote Testing:*** *See Appendix C of this document for guidance on remote administration of this accommodation.*			
Human Scribe, Speech-to- Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments		**Mathematics Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device** *Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for*		**n/a**

Response Accommodations				
SEDS Statewide Testing Accommodations	**PARCC ELA 2020-21**	**PARCC Mathematics 2020-21**	**MSAA ELA & Mathematics 2020-21**	**ACCESS for ELLs 2.0 2020-21**
		test administration. For further guidance on administering this accommodation, please see the PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses*.* ***Note for Remote Testing:*** *See Appendix C of this document for guidance on remote administration of this accommodation.*		
Word Prediction External Device	**Word Prediction External Device** *(accessibility feature)* *Student uses and external word prediction device that provides a bank of frequently- or recently-used words onscreen after the student enters the first few letters of a word. The student must be familiar with the use of the device prior to assessment. IEP and 504 teams should consider whether the student has a disability that severely limits or prevents the student from writing or keyboarding responses, or a disability that severely limits or prevents the students from recalling, processing, and expressing written language, even after varied and repeated attempts to do so.* *For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, please review this accommodation in the* PARCC Accommodations Manual.		**n/a**	**n/a**
Answers Recorded in Test Book (Paper-Based Edition)	**Answers Recorded in Test Book** *Student records answers directly in the test booklet while taking a paper-based version of the assessment. For further guidance on administering this accommodation, please see the* PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses*.*		**n/a**	**n/a**
Unique/ Non-Standard Accommodation	**Statewide Unique Accommodation Request** *Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see* http://osse.dc.gov/service/testing-accommodations *to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.*			

APPENDIX A: PARCC Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP

For administration guidance for the accommodations and accessibility features below, refer to the PARCC Accessibility Features and Accommodations Manual.

PARCC ELA 2020-21	PARCC Mathematics 2020-21	Rationale for not including in SEDS
Assistive Technology		List in Assistive Technology section of IEP
Notepad *(accessibility feature)*		Feature specific to TestNav platform and available to all students. Documentation not needed.
Pop-up Glossary *(accessibility feature)*		Feature specific to PARCC TestNav platform and available to all students. Documentation not needed.
Writing Tools *(accessibility feature)*		Feature specific to TestNav platform and available to all students. Documentation not needed.
Blank Scratch Paper *(accessibility feature)*		Documentation not needed.
Spell Check or External Spell Check Device *(accessibility feature)*		No documentation needed if the student will access the built-in spell check tool available to all students. If an external spell check device is used, it must be listed in the Assistive Technology section of IEP.
Monitor Test Response (only available for paper-based assessments)		Must use Unique/Non-Standard Accommodation form to request

APPENDIX B: ACCESS for ELLs 2.0 Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP for English Learners with Disabilities

For administration guidance for the accommodations and accessibility features below, refer to the WIDA

[2020-21 Accessibility and Accommodations Supplement for ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs.](#)

ACCESS for ELLs 2.0 2020-21	Description
Audio aids **(universal tool)**	Can be used to amplify or diminish sounds.
Color Contrast **(universal tool)**	Can be used to change the text and background color.
Color Overlay **(universal tool)**	Can be used to change the contrast between the text and the background color.
Highlighters, colored pencil, or crayons **(universal tool)**	Can be used to mark specific text.
Keyboard Navigation **(universal tool)**	Can be used to change to different areas of the online test screen or move from screen to screen.
Line Guide or Tracking Tool **(universal too)**	Can guide the student's eyes while reading text on the screen.
Low-Vision Aids, or Magnification Devices **(universal tools)**	Can be used to increase the size of graphics and text.
Sticky Notes **(universal tools)**	Can be used to make notes in preparing responses on the Writing test.
Scratch Paper **(universal tools)**	Can be used for notes, drafts and diagrams.
Manual Control of Item Audio	May be used to support students with disabilities who need additional time for language processing or have attention/focus needs to due to a documented disability.
Student Responds Using a Recording Device which is played back and transcribed by the student	May be used to support students with writing processing issues, to allow ELs to separate the processes of responding and writing the response.
Test may be administered in a non-school setting	May be used to test students who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window.
Word processor or similar keyboarding device to respond to test items	May be used for a student who is unable to keyboard responses directly on the online assessment or use a pencil to respond on the paper-based test.
Repeat Item Audio	May be used to support students who need repetition based on language and processing needs or attention/focus needs due to a documented disability. **L, S, W**

APPENDIX C: Human-Administered PARCC ELA/Math Accommodations during Remote Testing for Students with Disabilities

Accommodations used during testing should be generally consistent with what is being used by the student during instruction. This principle applies to in-person, hybrid, and distance learning. It is important that conditions for distance learning be largely consistent with remote testing conditions. Please note that for remote PARCC testing, the way in which a student receives an accommodation may look different than if they were in person, but every reasonable effort should be made to ensure that students receive the supports to which they are entitled.

While some accessibility features and accommodations need to be administered externally by a Test Administrator, most are embedded in the TestNav online platform. Guidance on selecting accessibility features and accommodations can be found in the PARCC Accessibility Features and Accommodations Manual, 6th Edition. The table below provides guidance on how human administered accommodations and accessibility features may be provided for remote PARCC testing. LEAs that have developed specific protocols for providing any of the listed accommodations during instruction or LEA assessments that they wish to use for statewide assessment should contact OSSE for discussion.

Please note that all accommodated testing requiring paper test materials must be administered in-person only. Students who receive accommodations delivered by a Test Administrator such as Human Reader, Scribe, or Signer may test via remote administration.

SEDS Human Administered Accommodations for Students with Disabilities	PARCC Human Administered Accommodations for Students with Disabilities	Remote PARCC Administration Accommodation Guidance
Clarification/Repetition of Directions *(Accessibility Feature)*	General Administration Directions Read Aloud and/or Clarified *(Accessibility Feature)*	Schools are to develop a process for providing this accessibility feature for students testing remotely. *Example:* Using the external meeting application, student chats or raises hand to signal to Test Administrator (TA) that they would like directions repeated or clarified.
Redirect Student to the Test *(Accessibility Feature)*	Redirect Student to the Test *(Accessibility Feature)*	Schools are to develop a process for providing this accessibility feature for students testing remotely. *Example:* Using the external meeting application, Test Administrator (TA) sends a chat or other cue to redirect student back to the test.
Directions Available in ASL	Human Signer for Test Directions	Schools are to develop a process for providing this accessibility feature for students testing remotely. *Example:* Using the external meeting application with video, the Test Administrator (TA) provides directions in ASL to the student.

SEDS Human Administered Accommodations for Students with Disabilities	PARCC Human Administered Accommodations for Students with Disabilities	Remote PARCC Administration Accommodation Guidance
Read Aloud for ELA/Literacy Assessments	ELA/Literacy Assessments, Human Reader/Human Signer	Test Administrator (TA) logs into TestNav using the provided **TA login credentials**. TA reads or signs the test via external meeting application. **OR** Student uses text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments. IEP teams must follow LEA protocols for amending the IEP if the accommodation is not currently listed on the student's IEP.
Read Aloud for Non-ELA/Literacy Assessments	Mathematics, Human Reader/Human Signer *(Accessibility Feature, PNP)*	Student uses text-to-speech function to hear the test questions read aloud. IEP teams must follow LEA protocols for amending the IEP if the accommodation is not currently listed on the student's IEP. **OR** Test Administrator (TA) reads from paper Human Reader script to student via external meeting application. Because the human reader scripts are paper-based secure testing materials, the TA must be in a school building during test administration.
Human Scribe, Speech-to- Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments	ELA/Literacy Selected Response Options: Human Scribe, Human Signer	Human Scribe: Test Administrator (TA) logs into TestNav using **student's** credentials. TA shares testing screen with student via external meeting application. Student dictates responses while TA notates. One-to-one administration is required. Human Signer: Test Administrator (TA) logs into TestNav using the provided **TA login credentials**. TA reads or signs the test via external meeting application.
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments	ELA/Literacy Constructed Response Options: Human Scribe, Human Signer	Human Scribe: Test Administrator (TA) logs into TestNav using **student's** credentials. TA shares testing screen with student via external meeting application. Student dictates responses while TA notates. One-to-one administration is required. Human Signer: Test Administrator (TA) logs into TestNav using the provided **TA login credentials**. TA reads or signs the test via external meeting application.

SEDS Human Administered Accommodations for Students with Disabilities	PARCC Human Administered Accommodations for Students with Disabilities	Remote PARCC Administration Accommodation Guidance
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments	Mathematics Response Options: Human Scribe, Human Signer	Human Scribe: Test Administrator (TA) logs into TestNav using **student's** credentials. TA shares testing screen with student via external meeting application. Student dictates responses while TA notates. One-to-one administration is required. Human Signer: Test Administrator (TA) signs from paper Human Reader script to student via external meeting application. Because the human reader scripts are paper-based secure testing materials, the TA must be in a school building during test administration.