



## PARCC Accommodations for Students with Disabilities

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

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

<b>Presentation Accommodations for Students with Disabilities</b>		
<b>PARCC Accommodation</b>	<b>DC CAS Accommodation</b>	<b>Policy for PARCC Computer-based Assessment</b>
Additional Assistive Technology		
Braille Edition of ELA/Literacy and Mathematics Assessments Note: <ul style="list-style-type: none"> <li>• Hard-copy braille tests for ELA/Literacy and Mathematics</li> <li>• Refreshable braille displays for ELA/Literacy only</li> </ul>	Braille Materials	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Not Applicable	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.
Descriptive Video	Not Applicable	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments.
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics	Not Applicable	A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The



Assessments		list of accommodations available for students who take the paper-pencil form is included in Appendix A.
Tactile Graphics	Not Applicable	Students who are blind or visually impaired and read braille use tactile graphics.
Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages	Oral Reading of Test Questions Not Allowable on the ELA portion of DC CAS (Math, Science, Health, or Composition only)	<p>The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.</p> <p>Note: If headphones are <i>not</i> used, the student must be tested in a separate setting.</p> <p>IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.</p> <p><b>Guidelines are provided below for IEP and 504 Teams to identify students to receive this accommodation:</b></p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);</li> </ul> <p style="text-align: center;">OR</p>



		<ul style="list-style-type: none"><li>• Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation</li></ul> <p>Before listing the accommodation in the student’s IEP or 504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"><li>• The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;</li><li>• The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments;</li><li>• The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.</li></ul> <p>Decisions about who receives this accommodation will be made by IEP and 504 teams. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making.</p> <p>Refer to Appendix D: Reading Access &amp; Sign Interpreter Accommodation Decision-Making Tool for additional guidance.</p> <p>Human Readers providing the read aloud accommodation must refer to Appendix B: Test Administration Protocol for the Read Aloud Accommodation and Appendix I: Audio and Human Reader Guidelines for the English Language Arts/Literacy for administrative guidance.</p> <p><b>Reporting Notation to Schools and Parents:</b></p> <p>A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred</p>
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		regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).
ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing	Oral reading of test questions (Math, Science, Health, or Composition only)	The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.
ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing	Interpretation of oral directions (sign language)	The student views an embedded video of a human interpreter for test directions. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.
<b>Response Accommodations for Students with Disabilities</b>		
Additional Assistive Technology		
Braille Note-taker	Not applicable	<p>Student who is blind or has visual impairments will use an electronic braille note-taker. For PARCC assessments, grammar checker, Internet, and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the <i>PARCC Test Administration Manual</i></p>
Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)	Calculator	The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the <b>non-calculator session</b> of the Mathematics test. If a talking calculator is used, the student must use headphones or test in a separate



		<p>setting.</p> <p>Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor.</p> <p>For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division), this accommodation allows a calculation device to be used on non-calculator Mathematics assessment sessions. <b>The accommodation would be permitted on test sessions for which calculators are not allowed for other students, with the exception of mathematics fluency items/tasks in grades 3-6 for which no calculation device may be used.</b> If a calculation device were used for those test items that exclusively measure calculation skills, the validity of the test claim (<b>Sub Claim E</b> – Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the <i>Standards for Mathematical Content</i>) would be compromised, and the score invalid.</p> <p><b>Guidelines are provided below for IEP and 504 teams to identify students to receive the accommodation of a calculation device on non-calculator sessions of the PARCC Mathematics assessments:</b></p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams should consider whether the student has:</p> <ul style="list-style-type: none"><li>☐ A disability that severely limits or prevents the student’s ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.</li></ul> <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"><li>• The student is unable to perform calculations without the</li></ul>
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		<p>use of a calculation device, arithmetic table, or manipulative during routine instruction;</p> <ul style="list-style-type: none"> <li>• The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.</li> <li>• The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.</li> </ul>
<p><b>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments</b></p>	<p>Oral Response to test Pointing Response</p>	<p>The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. Student’s responses must be transcribed exactly as dictated/signed.</p>
<p><b>Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments</b></p>	<p>Oral Response to test</p>	<p>The student dictates responses either verbally, using a speech-to-text device, augmentative/ assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must be tested in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• A disability that severely limits or prevents the student</li> </ul>



		<p>from expressing written language, even after varied and repeated attempts to teach the student to do so.</p> <p>Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"><li>• The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments;</li><li>• The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team.</li></ul> <p><b>Reporting Notation to Schools and Parents:</b></p> <p>A notation will be provided on all confidential score reports to the school and parent (i.e., parent guardian report, school roster, district roster) stating that the student was provided a scribe on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate expressive writing skills. Ongoing instruction in the foundational skills may be needed to allow students to continue to attain the important college and career-ready skill of writing. (Note: Notations will <i>not</i> be provided for students who receive a scribe on the PARCC Mathematics assessment or for selected responses only on the ELA/Literacy assessment).</p> <p>Please refer to Appendix C: Protocol for the Use of the Scribe Accommodation and the <i>PARCC Test Administration Manual</i>, for additional administrative guidance.</p>
<b>Word prediction on the ELA/Literacy Performance-Based Assessment</b>	Not Applicable	<p>The student uses word prediction software that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word.</p> <p>In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider</p>



		<p>whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that severely limits or prevents the student from writing or keyboarding responses;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.</li> </ul> <p>Before listing the accommodation in the student’s IEP/504 plan, teams are instructed to consider whether:</p> <ul style="list-style-type: none"> <li>• The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments.</li> <li>• The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.</li> </ul>
<b>Timing and Scheduling Accommodations</b>		
Extended Time	Extended Time on Subtests	<p>The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-overflow will meet the students’ needs.</p> <p>Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.</p>