



PARCC Accessibility Features and Accommodations Manual Training for the PARCC Field Test

December 11 and 17, 2013



Participant Outcomes

Participants will:

- Receive PARCC Field Testing Updates
- Review the PARCC Accessibility Features and Accommodations that will be available for the 2014 field testing
- Review the changes between the PARCC Accommodations policies and the current Arkansas Accommodations policies.



Field Test Purposes

- The primary purposes of the PARCC Field Test are to:
 - Examine the quality of items so that PARCC can build assessment forms for the 2014-15 school year;
 - Pilot assessment administration procedures; and
 - Give schools and districts the opportunity to experience the administration of PARCC assessments.





PARCC Field Test Sample

- Over one million students are needed to participate in the Field Test to evaluate the quality of items in preparation for PARCC's operational assessments in 2014-2015.
- In order to get a sample of students that is demographically representative of each state and PARCC as a whole, the sampling design calls for :
 1. PARCC to randomly select schools within each state, and then
 2. Schools to randomly select classrooms within their school



Assessment Blueprints and Evidence Statements

PARCC has released the assessment blueprint information in ELA/Literacy and mathematics

- These blueprints provide educators with greater insight into how the PARCC assessments will reflect and measure the CCSS.
- <http://parconline.org/assessment-blueprints-test-specs>



Sample Item Release Update

- Additional practice Items were released in PDF format in August 2013; which can be found here:

<http://www.parcconline.org/samples/item-task-prototypes>.

- Later in 2013, the new sample items will be re-released on the technology platform that students will use for the Field Test, providing an early opportunity for students, educators and parents to engage with the tools and functionalities on the assessment.



ELA/Literacy Assessments

The ELA/Literacy **Performance Based Assessment (PBA)** assessments at each grade level will include three tasks:

- a research simulation,
- a literary analysis, and a
- narrative task.

The ELA/Literacy **End-of-Year (EOY)** at each grade level will include four to five texts, both literary and informational.

- A number of short-answer comprehension and vocabulary questions will also be associated with each text.



Mathematics Assessments

The Mathematics **Performance Based Assessment (PBA)** at each grade level will include both short- and extended-response questions focused on conceptual knowledge and skills, and the mathematical practices of reasoning and modeling.

The Mathematics **End-of-Year (EOY)** assessments will be comprised of primarily short answer questions focused on conceptual knowledge, skills and understandings.



A New Vision for Accessibility

- Apply principles of **universal design** for accessible assessments during every stage of the development
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured
- Measure the **full range** of complexity of the standards
- Leverage **technology** for the accessible delivery of assessment



A New Vision for Accessibility

- Build **accessibility** throughout the test itself without sacrificing assessment validity
- Use a combination of ‘accessible’-authoring and accessible technologies from the inception of items and tasks
- **Engage** state and national experts

Process for Developing Accessible Assessments





PARCC Accessibility Features and Accommodations Manual-2nd edition

The **second edition** is a comprehensive policy document that will support local educators in the **selection, administration, and evaluation** of accommodations for the assessment of students with disabilities, English learners, and English learners with disabilities on the computer-delivered PARCC Mid-Year, Performance-Based, and End-of-Year Assessments.

- The manual provides educators with information on the accommodations which, when used on the PARCC End-of-Year, Performance-Based-Assessment, and Mid-Year assessment, will result in a valid score for a student.
- Note: The mid-year is a non-summative, non-required assessment that AR does not plan to purchase for LEAs.



Overview of the PARCC Manual

- **Background and Introduction**

This section is an introduction and overview of the Manual.

- Audience and Purpose
- PARCC's Authority to Make Policy Decisions
- Structure of the PARCC Accessibility Features and Accommodations Manual



Overview of the PARCC Manual

- **Section 1: Overview of the PARCC Assessment, Claims, and Design**

This section summarizes the various PARCC assessments and provides the approaches used for universal design.

- Overview of the PARCC Assessment
- Use of Technology to Deliver PARCC Assessments
- Participation Guidelines for PARCC Assessments
- General Testing Procedures
- Universal Design
- Accommodations
- Scoring and Reporting



Overview of the PARCC Manual

- **Section 2: PARCC Accessibility System & Accessibility Features for All Students Taking PARCC Assessments**

This section provides an overview of the PARCC Accessibility System and defines the accessibility features that will be offered to all students taking the PARCC assessments.

- What are Accessibility Features?
- What are Accessibility Features that are Identified in Advance?
- What is a Personal Needs Profile?
- What are the Administrative Considerations for All Students?



Overview of the PARCC Manual

- **Section 3: Accommodations for Students with Disabilities**

This section outlines the accommodations for students with disabilities taking the PARCC assessments.

- Presentation Accommodations
- Response Accommodations
- Timing and Scheduling Accommodations
- Setting Considerations
- Unique Accommodations
- Emergency Accommodations
- Ongoing Research and Data Collection around Accommodations



Overview of the PARCC Manual

- **Section 4: Accommodations for English Learners**

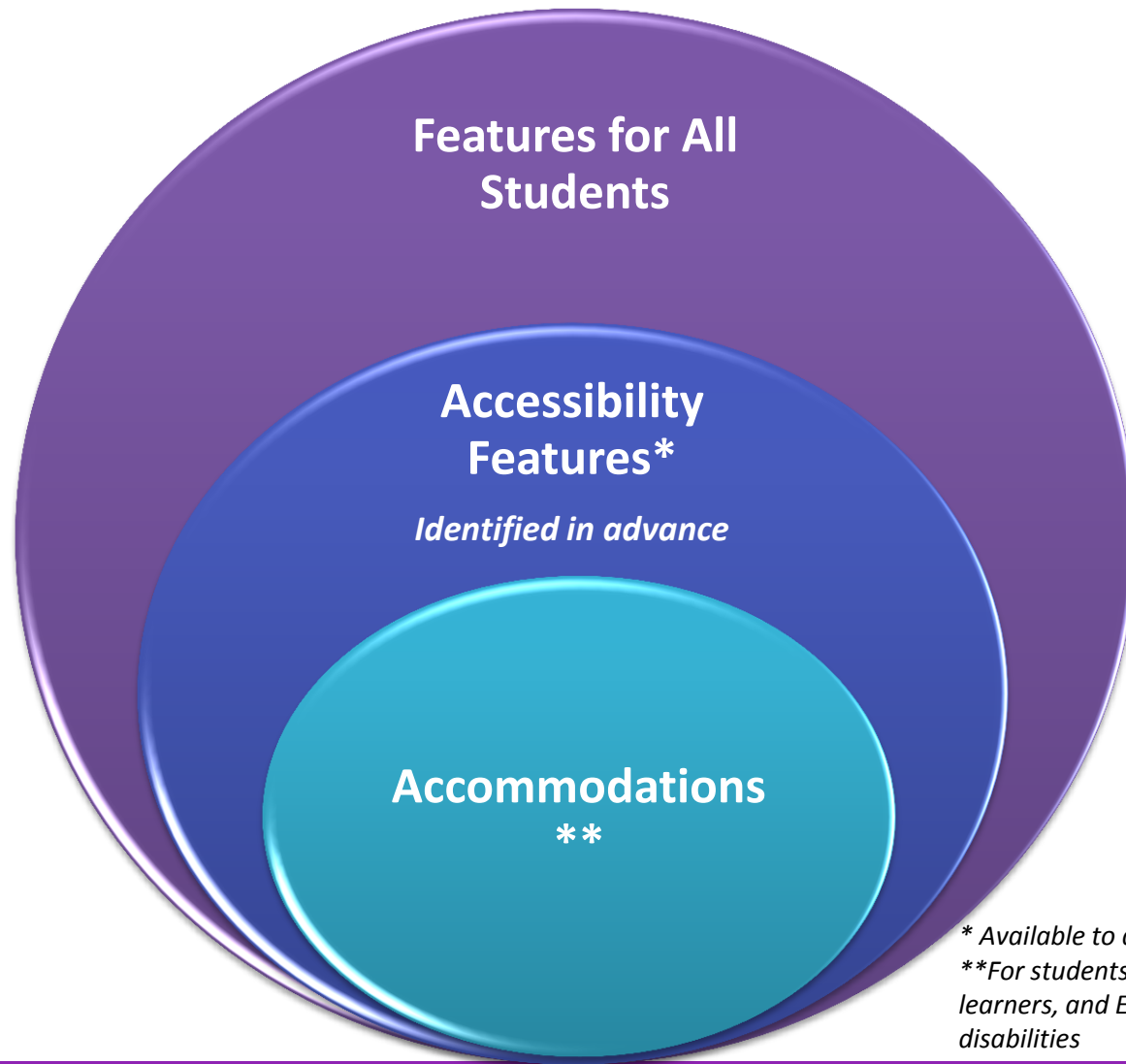
This section outlines the accommodations for English learners taking the PARCC assessments.

- **Section 5: Steps in the Decision-Making Process for Students with Disabilities, English Learners, and English Learners with Disabilities**

- Step 1: Expect All Students to Achieve Grade-Level Academic Content Standards
- Step 2: Learn About Accommodations
- Step 3: Select Accommodations
- Step 4: Administer Accommodations during Assessment
- Step 5: Evaluate and Improve Accommodations Use



PARCC Comprehensive Accessibility Policies [Section 2]



** Available to all participating students*

***For students with disabilities, English learners, and English learners with disabilities*



Accessibility Features for All Students

- Tool, support, scaffold, or preference that is built into the assessment system that can be activated by **any student**, at his or her own discretion.
- Universal Design features expected to benefit a diverse array of students and are available to all students.
- Provided onscreen, stored in a toolbar, or are accessible through a menu or control panel, as needed.
- During the assessment, students can choose which accessibility features they need for specific items. Examples include: audio amplification, highlighting, pop-up glossary, etc.



Accessibility Features for All Students

Accessibility Features for All Students

Audio Amplification

Blank Paper (*provided by test administrator*)

Eliminate Answer Choices

Flag Items for Review

General Administration Directions Clarified (*by test administrator*)

General Administration Directions Read Aloud and Repeated (*by test administrator*)

Highlight Tool



Accessibility Features for All Students

Accessibility Features for All Students

Headphones

Magnification/Enlargement Device

NotePad

Pop-Up Glossary

Redirect Student to Test (*by test administrator*)

Spell Checker

Writing Tools

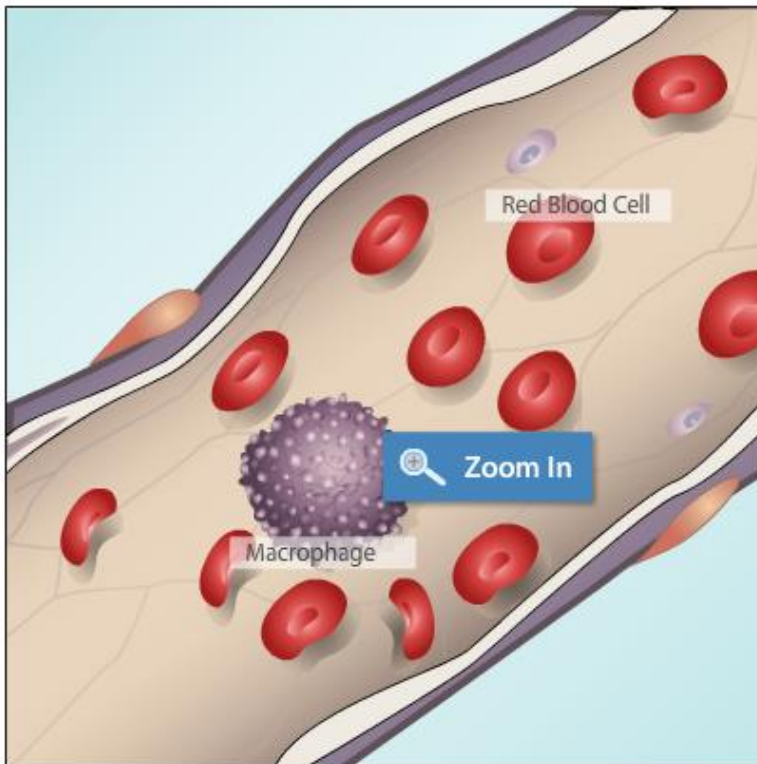


Limitations for Field Testing

- Notepad tool is not available
- Spell Check is not available on Windows

Accessibility Features Demonstration

Use the Zoom In and Zoom Out buttons to view all parts of the cell below. Be sure to view all three animations.



Which cellular processes are shown in the animations? Select all answers that apply.

- ☐ A Osmosis
- ☒ B Protein synthesis
- ☐ C Passive transport
- ☐ D Phagocytosis
- ☒ E Cell replication
- ☐ F Cell reproduction

Example of “eliminate answer choice”

**NOTE: NOT a PARCC item. Not on the PARCC delivery platform.*

Accessibility Features Demonstration

The Life of Bees

- 1 Bees are flying insects closely related to wasps and ants, and are known for their **role in pollination and for producing honey and beeswax**. Bees are a monophyletic lineage within the superfamily Apoidea, presently classified by the unranked taxon name Anthophila. There are nearly **20,000 known species of bees** in seven to nine recognized families, though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.
- 2 Bees are adapted for **feeding on nectar and pollen**, the former primarily as an energy source and the latter primarily for protein and other nutrients. Most pollen is used as food for larvae.
- 3 Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the superfamily. Bees all have two pairs of wings, the hind pair



Example of “highlighting”

*NOTE: NOT a PARCC item. Not on the PARCC delivery platform.





Accessibility Features Identified in Advance

- Available to all students (i.e., not limited to students with IEPs, 504 plans, or English learners), but will be selected and “turned on” by school-based educators prior to the assessment, based on each student’s **Personal Needs Profile (PNP)**.
- Based on each student’s individual needs, a PNP is created for the student to ensure that he or she receives appropriate access without the distraction of other tools and features that are *not* required by the student.
- Although school-based educators will enable specific accessibility features for students, the student will decide whether or not to use the feature. These accessibility features will be readily available on the computer-delivered testing platform.



Accessibility Features Identified in Advance-Field Testing

- The PNP Process **will not** be operational for field test.
- PARCC has developed the **PARCC Field Test PARCC Accessibility Features and Accommodation Documentation Form**
 - Documents the accessibility features and accommodations that must be identified in advance.
 - Can be used to assist in registering students for field test via PearsonAccess.

Let' s Review the form!





Accessibility Features Identified in Advance

Accessibility Features Identified in Advance

Answer Masking

Background/Font Color (Color Contrast)

General Masking

Text-to-Speech for the Mathematics Assessments



Limitations for Field Testing:

- General Masking: Not Available
- Text-To-Speech for Math: For PBA and EOY
 - Grades 4, 7, Algebra only
 - Human reader will be needed for other grades*
- Background/Color Font: For PBA and EOY
 - ELA Grades 3, 5, 8, 11 only
 - Math Grades 4, 7, Algebra I, Geometry only
- Answer Masking: Only for EOY
 - ELA Grades 3, 5, 8, 11 only
 - Math Grades 4, 7, Algebra I, Geometry only

Accessibility Features Demonstration

Look at the text in the picture.

**NEVER LEAVE
LUGGAGE
UNATTENDED**

What does it say?

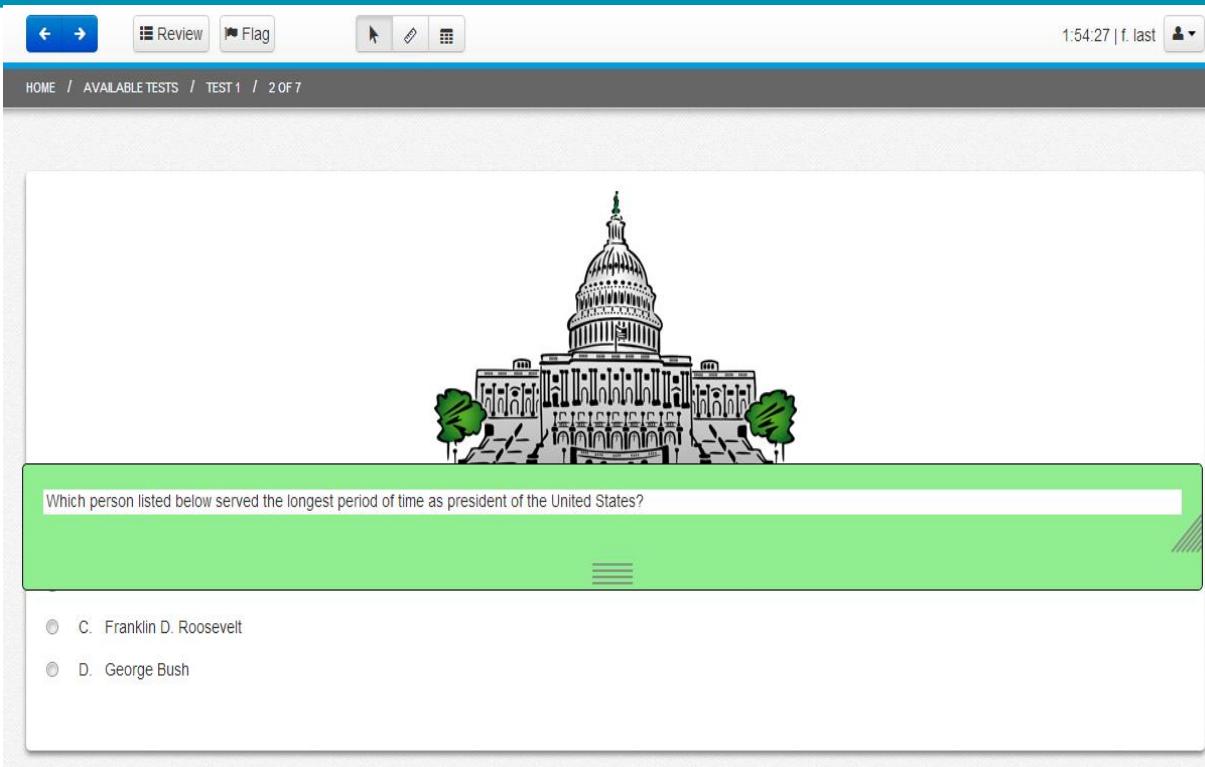
☒ A. You must stay with your luggage at all times.



Example of “answer masking”

**NOTE: NOT a PARCC item. Not on the PARCC delivery platform.*

Accessibility Features Demonstration



The screenshot shows a web-based test interface. At the top, there is a navigation bar with buttons for 'Review' and 'Flag', and a timer showing '1:54:27 | f. last'. Below the navigation bar, a breadcrumb trail reads 'HOME / AVAILABLE TESTS / TEST 1 / 2 OF 7'. The main content area features a large illustration of the U.S. Capitol building. Below the illustration, a green rectangular box contains the question: 'Which person listed below served the longest period of time as president of the United States?'. Below this box, two radio button options are listed: 'C. Franklin D. Roosevelt' and 'D. George Bush'.

← → Review Flag 1:54:27 | f. last

HOME / AVAILABLE TESTS / TEST 1 / 2 OF 7

Which person listed below served the longest period of time as president of the United States?

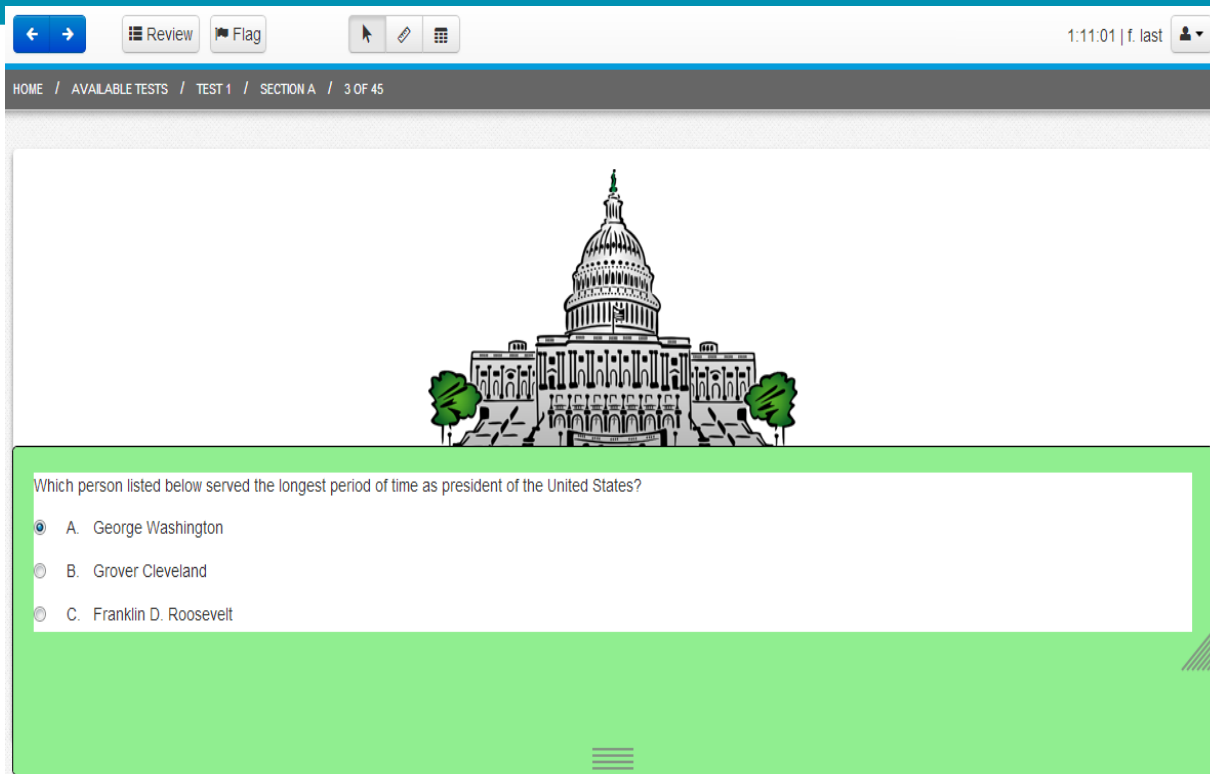
☐ C. Franklin D. Roosevelt

☐ D. George Bush

Example of “line reader tool”

***NOTE:** NOT a PARCC item. Not on the PARCC delivery platform.

Accessibility Features Demonstration



Example of “line reader tool”

**NOTE:* NOT a PARCC item. Not on the PARCC delivery platform.



Administrative Considerations for All Students

Principals, STCs or the IEP, 504 or EL team may determine that any student may require one or more of the following **test administration considerations**, regardless of the student's status as a student with a disability or who is an English learner:

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

Please note: IEP, 504 and EL teams may still document these needs in a student's IEP, 504 or EL plan based on the individual needs of students.
Principals may not override a team decision.



The 5-Step Process

**Decision-Making Process for Selecting, Using,
and Evaluating Accommodations for Students
with Disabilities, English Learners, and English
Learners with Disabilities**

(5-Step Process)

[Section 5]



The 5-Step Process Includes:

Step 1: Expect all Students to Achieve Academic Grade-Level Content Standards

Step 2: Learn About Accessibility Features and Accommodations

Step 3: Select Accessibility Features and Accommodations for Individual Students

Step 4: Administer Accommodations during Assessments

Step 5: Evaluate and Improve Accommodations Use



Proposed Accommodations for Students with Disabilities

[Section 3]





Presentation Accommodations Available for Field Test

Content Area

Presentation Accommodations

ELA/Literacy

Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages

In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:

Blindness or a visual impairment and has not learned (or is unable to use) braille;

OR

A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);


OR

Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation



Presentation Accommodations Available for Field Test

Content Area	Presentation Accommodations
ELA/Literacy	<p>Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages</p> <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">•The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;•The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments;•The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.



Appendix D: Text-to-Speech, Human Reader, or Interpreter Accommodation for ELA/Literacy Assessments Individualized Education Program (IEP) or 504 Plan Decision-Making Tool

- PARCC has developed an IEP and 504 Decision-Making Tool for States Use.
- This decision-making tool is an optional tool that can be used to document the IEP or 504 team decision for a student's participation in the ELA/literacy assessments for grades 3-11.





Additional Guidance for Human Readers

For human readers who are delivering a read aloud accommodation they must refer to the appendices below:

- **Appendix B:** Test Administration Protocol for the Read Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for the Mathematics Assessments
- **Appendix I:** PARCC English Language Arts/Literacy Audio Style Guide (is available on the PARCC website)
- **Appendix J:** PARCC Mathematics Audio Style Guides (will be available on the PARCC website later this winter.)



Procedures for Providing the Read-Aloud Accommodation to a Small Group of Students

- Small group must not exceed 5 students; students **must** receive the accommodation in the same manner during instruction.

Computer-delivered assessment

- Students who receive the read-aloud accommodation may be tested in an unlimited group size, since they will receive the read-aloud accommodation through headphones. *Note limitations for Field Testing.

Paper-pencil assessment

- Students grouped together must use the **same test form**, since test questions will differ on each form of the test.
- Students not receiving the read-aloud accommodation may not be tested in the same location as students receiving the reading access accommodation.



Presentation Accommodations Available for Field Test

Content Area	Presentation Accommodations
Both Content Areas	Additional Assistive Technology (Guidelines will be available later this winter.)



Presentation Accommodations Available for Field Test

Content Area	Presentation Accommodations
Both ELA and Mathematics	<p>Appendix A: Accessibility Features and Accommodations for Student Taking the Paper and Pencil PARCC Assessments</p> <p><u>Condition #1:</u> A student is unable to use a computer due to the impact of his or her disability.</p> <p><u>Condition #2:</u> A student who recently entered the school and has had very little or no prior experience or familiarity with technology.</p> <p><u>Condition #3:</u> The school has previously documented that it does not meet the technology requirements to provide the online assessment. The school must have the technology readiness survey on file.</p>

Please note: For Field Testing, schools have been assigned as a computer-based or a paper-based school, therefore, only condition 1 will apply if a student is unable to take the field test online; a paper-based assessment can be ordered via PearsonAccess for these students even if they have been identified as a computer-based testing school.



Presentation Accommodations Available for Field Test

Content Area	Response Accommodations
ELA/Literacy	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for <u>prose constructed responses (PCRs)</u> on the English Language Arts/Literacy Assessments</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> <p>A physical disability that severely limits or prevents the student's motor process of writing through keyboarding;</p> <p>OR</p> <p>A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.</p>



Presentation Accommodations Available for Field Test

Content Area	Response Accommodations
ELA/Literacy	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for <u>prose constructed responses (PCRs)</u> on the English Language Arts/Literacy Assessments</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">•The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments;•The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team.



Presentation Accommodations Available for Field Test

Content Area	Response Accommodations
Both ELA/Literacy And Mathematics	<p>Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for <u>selected response</u> (not constructed response) items on the English Language Arts/Literacy assessments</p> <p><u>Please note:</u> This accommodation applies to <u>Evidence Based Selected Response (EBSRs)</u>, and <u>Technology Enhanced Constructed Response items (TECRs)</u> (<u>not</u> Prose Constructed Response items) on the English Language Arts/Literacy assessments.</p>



Appendix C: Protocol for the Use of the Scribe Accommodation
This document will be released by PARCC later this winter.



Response Accommodations Available for Field Test

Content Area	Response Accommodations
ELA/Literacy	<p>Word prediction on the ELA/Literacy Performance-Based Assessment</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> <p>A physical disability that severely limits or prevents the student from writing or keyboarding responses;</p> <p>OR</p> <p>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.</p>



Response Accommodations Available for Field Test

Content Area	Response Accommodations
ELA/Literacy	<p>Word prediction on the ELA/Literacy Performance-Based Assessment</p> <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">•The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments.•The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team.



Response Accommodations Available for Field Test

Content Area	Response Accommodations
Mathematics	<p>Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)</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">•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.

Please note: calculators or mathematics tools **cannot** be used on fluency items that measure Sub Claim E-Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the *Standards for Mathematical Content*) would be compromised, and the score invalid.



Response Accommodations Available for Field Test

Content Area	Response Accommodations
Mathematics	<p>Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)</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">•The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction;•The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.•The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.



Calculation Device and Mathematics Tools, Cont'd.

- 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 non-calculator session of the Mathematics test.
- If a talking calculator is used, the student must use headphones or test in a separate setting.
- Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor.



Presentation Accommodations Available for Field Test

Content Area	Presentation Accommodations
Both Content Areas	Additional Assistive Technology (Guidelines will be available later this winter.)



Timing and Scheduling Accommodations for Field Test

Category	Accommodation
Timing & Scheduling	<p>Extended Time</p> <p>Teams should consider whether the built-in overage time provided (refer to the PARCC Test Administration Manual) will meet the student’s needs prior to including a provision for extended time in student plans.</p>

Let’s Review Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation...





Limitations for Field Testing:

- Refreshable braille displays available for ELA/Literacy only
- Hard-copy braille not available at all
- Closed-captioning not available at all
- Descriptive video not available at all
- Tactile graphics not available at all
- ASL video interpreter not available at all
- Text-To-Speech for ELA/Literacy: For PBA/EOY
 - ELA Grades 5, 8, 11 only*
 - Human reader needed for other grade levels



Limitations, Cont'd

- Assistive Technology:
 - External Devices (no software component) use will be available
 - Devices/software (internal) use will not be available



Accommodations Policies for English Learners



Proposed Guidance on Selecting Accommodations for English Learners

When selecting accommodations for English learners, consider the student's:

- 1. Level of English language proficiency (ELP) on the state ELP test**
 - Beginning, Intermediate, or Advanced
- 2. Literacy development in the native language**
 - Native language literacy
 - Interrupted schooling/literacy background
- 3. Background factors that impact effective accommodations use**
 - Grade/age
 - Affective filter (i.e., level of student anxiety/comfort with English)
 - Time in U. S. schools

Accommodations for English Learners

KEY for Table 5 below:

- **Highly recommended** for use by English learners at this English language proficiency level
- ⊙ **Recommended** for use by English learners at this English language proficiency level
- **May not be appropriate** for students at this ELP level

Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○
Word-to-Word Dictionary (English/Native Language)	○	●	●



Unique Accommodations

- All unique accommodations request must be submitted to the ADE by the DTC at **least six weeks prior to testing** to Charlotte Marvel.
- ADE will notify the DTCs of the decision at least one week prior to the start of the PARCC field test administration.
- A decision by the ADE to not allow a unique accommodation for testing does not imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction.
- **Refer to Appendix F: Unique Accommodation Request Form**





Emergency Accommodation

- An **emergency accommodation** is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances.
 - Cases could include students who have a recently-fractured limb (e.g., arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury.
- If prior to or during testing, the school principal (or principal's designee) determines that a student requires an emergency accommodation, an **emergency accommodation form must be completed and submitted to ADE.**
- A copy of this form must be filed in the student's assessment records and a copy must be retained at the district level.
- **Refer to Appendix G: Use of an Emergency Accommodation on a PARCC Assessment**
- This form **will not** be used in AR for Field Testing. Decision for use will be made by operational year 2014-2015.





Student Accommodation Refusal

- If a student refuses an accommodation listed in his or her IEP, 504 Plan, or EL Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing.
- This form must be completed and placed in the student's file and a copy sent to the parent on the day of refusal.
- School test coordinators should work with test administrators to determine who, if anyone else should be informed when a student refuses an accommodation documented in an IEP, 504 plan or if available an EL plan.
- **Refer to Appendix H: Student Accommodation Refusal Form**
- **This form will not be used in AR for Field Testing. Decision for use will be made by operational year 2014-2015.**





Documenting Field Testing Accommodations in the IEP/504

- All accommodations that a student needs for standardized testing should be documented in the student's IEP in the appropriate section of the Consideration of Special Factors page (IEP #102), as well as in the section for daily accommodations.
- Any accommodation that Arkansas does not currently allow for our Benchmark/EOC/Literacy exams, but is allowed by PARCC, must be written clearly and separately into the IEP. (For example, a mathematical tool for the non-calculator section of the math assessment).



Documenting Accommodations, Cont'd.

- Although PARCC has made some supports and features universal for all students, some of these supports are still seen as accommodations for other assessments.
- IEP teams may want to continue to document extended time, small group, etc. as accommodations in light of requirements for other assessments.
- For example: ACT, SAT



Documenting Accommodations, Cont'd.

- You may add PARCC accommodations for field testing through a Separate Programming Conference or through an IEP amendment process.
- You may do the equivalent to add PARCC accommodations to a 504 plan.



IEP Documentation

- Standard Testing Accommodations:
 - Small group, read aloud for allowable sessions.
- PARCC Field Test:
 - Use of four-function calculator for non-calculator sessions, read aloud for ELA/Literacy.



Partnership for Assessment of Readiness for College and Careers

Web: www.parcconline.org

Sample Items: <http://www.parcconline.org/samples/item-task-prototypes>

Test Administration Guidance: <http://parcconline.org/assessment-administration-guidance>

Assessment Policies: <http://parcconline.org/parcc-assessment-policies>

PARCC Accessibility and Accommodations Manual and Appendices:
<http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>

Twitter: @PARCCPlace



Questions?

- For additional information about PARCC, please check out the website: www.parcconline.org.
- Questions related to the content of the second edition of the *PARCC Accessibility Features and Accommodations Manual or policies*. Please contact Jennifer Brown (jennifer.brown@arkansas.gov) or Melody Morgan (melody.morgan@arkansas.gov).
- Questions Related to English Learners and Accommodations, please contact Dr. Andre Guerrero (andre.guerrero@arkansas.gov)
- ADE Field Test Contact: Sheree Baird (sheree.baird@arkansas.gov)