Spring 2015

PARCC

Partnership for Assessment of
Readiness for College and Careers

Test Administrator Manual

For Computer-Based Testing

Grades 3–5 English Language Arts/Literacy and Mathematics

Performance-Based Assessment (PBA)
and End-of-Year Assessment (EOY)

What's New for Spring 2015?

New Content	Section
1. Test administration terminology	Glossary of PARCC-Specific Terminology
2. Testing time policies	Section 1.5.2 Guidelines for Testing Time
3. Make-up testing policy	Section 1.5.3 Make-up Testing
4. Security Forms	Section 2.2 Security Forms

Table of Contents

What's New for Spring 2015? ii

1.0 Program Overview 1

1.1 Background 1

1.2 PARCC Overview 1

1.3 About this Manual 1

1.4 Roles of Individuals 2

1.5 PARCC Assessment Policies on Scheduling and Testing Time 3

1.5.1 Administration Dates 3

1.5.2 Guidelines for Testing Time 3

1.5.3 Make-up Testing 6

1.5.4 Extended Time 6

1.5.5 Breaks 6

2.0 Test Security 7

2.1 Test Security Protocols 7

2.2 Security Forms 7

2.3 Security Agreement 7

2.4 Security Plan 7

2.5 Security Breaches and Testing Irregularities 7

2.5.1 Test Security Breaches 8

2.5.2 Testing Irregularities 9

2.5.3 Reporting Security Breaches and Testing Irregularities 9

2.6 Maintaining the Security of Test Materials and Content 9

2.7 Procedures for Safety Threats and Severe Weather 10

3.0 Test Materials 11

3.1 Computer-Based Test Materials 11

3.2 Allowable Calculators 11

3.3 Calculator Accommodation Policy 12

3.3.1 Calculator Accommodation Summary 12

3.4 Mathematics Tools 12

3.4.1 Rulers and Protractors 13

3.5 Headphones 13

3.6 Materials Allowed ONLY AFTER a Student Has Completed Testing 13

3.7 Materials Prohibited in the Testing Environment 13

3.8 Prohibited Classroom Resources 14

3.9 Protocol for Students Observed with Prohibited Materials 15

3.10 Exceptions for Test Accommodations 15

4.0 Testing Environment 16

4.1 Establishing a Testing Environment 16

4.2 Unauthorized Visitors 16

5.0 Preparing for PARCC Assessment Administration 17
5.1 Tasks for Test Administrators to Complete BEFORE Testing 17
5.2 PARCC Assessment Manuals 17
5.3 Test Administrator Training and Preparation 18
5.4 Planning to Administer Accessibility Features and Accommodations During PARCC Assessments 18
5.5 Administer Sample Items, Practice Tests, and Tutorials 18
5.6 Prepare the Testing Room 18
6.0 Administering the PARCC Assessments 20
6.1 Tasks for Test Administrators to Complete DURING Testing 20
6.2 Receive Test Materials from the School Test Coordinator (Day of Testing) 20
6.3 Manage Test Sessions in PearsonAccess^{next} (Day of Testing) 21
6.4 Distribute Materials and Read Script (Day of Testing) 22
6.5 Log Students into TestNav (Day of Testing) 22
6.6 Keep Time (Day of Testing) 22
6.7 Maintain Test Security 23
6.8 Supervise Test Administration 23
6.8.1 Guidance for Troubleshooting Computer-Based Testing 23
6.8.2 Guidance for Clarifying Directions During Administration 24
6.8.3 Guidance for Redirecting Students 24
6.8.4 Dismissing Students for Misconduct 25
6.8.5 Student Generated Test Item Alerts 25
6.9 Breaks 25
6.9.1 Breaks During Unit 25
6.9.2 Breaks Between Units 25
6.10 Tasks for Test Administrators to Complete AFTER Testing 26
6.11 Return Materials to the School Test Coordinator 26
6.12 Stop Test Sessions in PearsonAccess^{next} 26
6.13 Complete Test Administrator Survey 26
Scripts for Administering the Grades 3-5 Mathematics Performance-Based Assessment (PBA) 27
Mathematics PBA – Unit 1 27
Checking Audio (for Mathematics Accessibility Features only) 27
Instructions for Logging In 27
Instructions for Administering Unit 1 29
Instructions for Entering the Seal Code and Starting the Test 30
Instructions for Taking a Break During Testing and Testing Interruptions 31
Instructions for When 10 Minutes of Unit Time Remain 31
Instructions for Ending the Unit 32
Mathematics PBA – Unit 2 33
Checking Audio (for Mathematics Accessibility Features only) 33
Instructions for Logging In 33
Instructions for Administering Unit 2 35
Instructions for Entering the Seal Code and Starting the Test 36

Instructions for Taking a Break During Testing and Testing Interruptions....37
Instructions for When 10 Minutes of Unit Time Remain....37
Instructions for Ending the Unit....38

Scripts for Administering the Grades 3-5 ELA/Literacy Performance-Based Assessment (PBA)....39

ELA/Literacy PBA – Unit 1 (Literary Analysis)....39
Checking Audio....39
Instructions for Logging In....39
Instructions for Administering Unit 1 (Literary Analysis)....41
Instructions for Entering the Seal Code and Starting the Test....42
Instructions for Taking a Break During Testing and Testing Interruptions....43
Instructions for When 10 Minutes of Unit Time Remain....43
Instructions for Ending the Unit....44

ELA/Literacy PBA – Unit 2 (Research Simulation)....45
Checking Audio....45
Instructions for Logging In....45
Instructions for Administering Unit 2 (Research Simulation)....47
Instructions for Entering the Seal Code and Starting the Test....48
Instructions for Taking a Break During Testing and Testing Interruptions....49
Instructions for When 10 Minutes of Unit Time Remain....49
Instructions for Ending the Unit....50

ELA/Literacy PBA – Unit 3 (Narrative Writing)....51
Checking Audio....51
Instructions for Logging In....51
Instructions for Administering Unit 3 (Narrative Writing)....53
Instructions for Entering the Seal Code and Starting the Test....54
Instructions for Taking a Break During Testing and Testing Interruptions....55
Instructions for When 10 Minutes of Unit Time Remain....55
Instructions for Ending the Unit....56

Scripts for Administering the Grades 3-5 Mathematics End-of-Year Assessment (EOY)....57

Mathematics EOY – Unit 1....57
Checking Audio (for Mathematics Accessibility Features only)....57
Instructions for Logging In....57
Instructions for Administering Unit 1....59
Instructions for Entering the Seal Code and Starting the Test....60
Instructions for Taking a Break During Testing and Testing Interruptions....61
Instructions for When 10 Minutes of Unit Time Remain....61
Instructions for Ending the Unit....62

Mathematics EOY – Unit 2....63
Checking Audio (for Mathematics Accessibility Features only)....63
Instructions for Logging In....63
Instructions for Administering Unit 2....65
Instructions for Entering the Seal Code and Starting the Test....66
Instructions for Taking a Break During Testing and Testing Interruptions....67
Instructions for When 10 Minutes of Unit Time Remain....67
Instructions for Ending the Unit....67

Scripts for Administering the Grades 3-5 ELA/Literacy End-of-Year Assessment (EOY) 69
ELA/Literacy EOY – Unit 1 69
Checking Audio (For Accessibility/Accommodations Purposes Only) 69
Instructions for Logging In 69
Instructions for Administering Unit 1 of the ELA/Literacy EOY 70
Instructions for Entering the Seal Code and Starting the Test 71
Instructions for Taking a Break During Testing and Testing Interruptions 72
Instructions for When 10 Minutes of Unit Time Remain 72
Instructions for Ending the Unit 73
7.0 Accessibility Features and Accommodations 74
7.1 Administering Accessibility Features and Accommodations 74
7.2 Personal Needs Profile (PNP) 75
7.2.1 Process for Populating the PNP file 75
7.3 Administration Guidance in the *PARCC Accessibility Features and Accommodations Manual* 76
7.3.1 Guidance for Human Readers, Scribes, and Extended Time 76
7.3.2 Special Accommodations Circumstances 76
7.4 Guidelines for Transcribing Student Responses for Paper-Based Testing 77
7.5 Procedures for Transcribing Student Responses for Computer-Based Testing 78
Appendices 81
Appendix A: Glossary of PARCC-Specific Terminology 81
Appendix B: Security Agreement 85
Appendix C: State Policy Addendum 87
Arkansas 89
Colorado 92
District of Columbia 96
Illinois 100
Maryland 104
Massachusetts 110
Mississippi 113
New Jersey 116
New Mexico 120
Ohio 124
Rhode Island 127
Appendix D: Signs 131
Appendix E: Accommodations Forms 135
Use of a Unique Accommodation Request Form on a PARCC Assessment 137
Use of an Emergency Accommodation Request Form on a PARCC Assessment 139
Use of a Student Accommodation Refusal Form on a PARCC Assessment 141
Appendix F: Estimated Time on Task 143

1.0 Program Overview

1.1 Background

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English Language Arts (ELA)/Literacy and Mathematics based on the learning standards contained in the Common Core State Standards (CCSS) for grades 3–8 and high school. The first operational administration of PARCC is scheduled for the 2014-2015 school year.

1.2 PARCC Overview

The primary purpose of PARCC is to provide high quality assessments of students' progression toward postsecondary readiness and success.

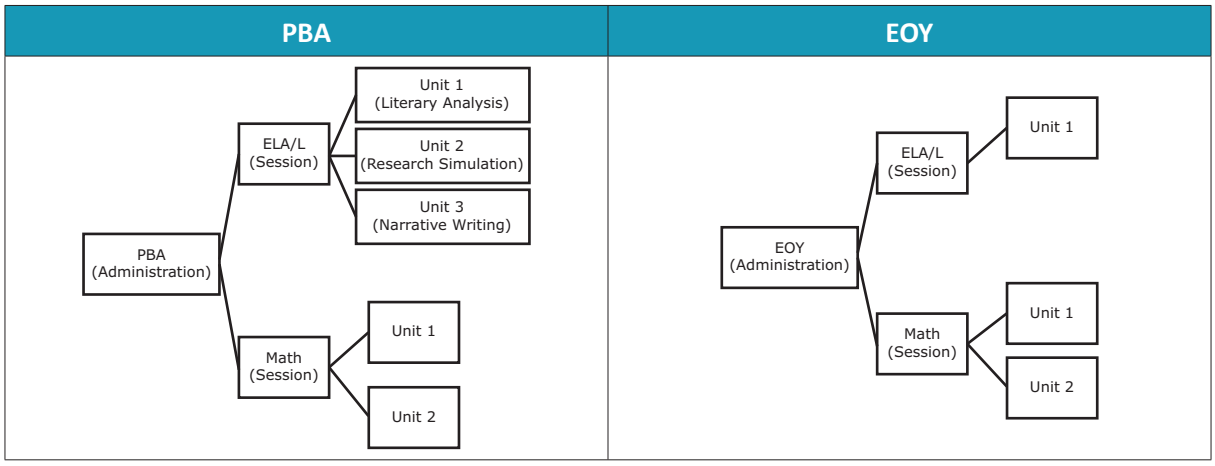
The Spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and the End-of-Year (EOY), both of which will be administered in paper-based and computer-based formats. The first window will be for administration of the PBA, and the second window will be for the administration of the EOY.

The PBA administration occurs after approximately 75 percent of instructional time is complete. The ELA/Literacy PBA will focus on writing effectively when analyzing text. The Mathematics PBA will focus on applying skills and concepts, and on understanding multistep problems that require abstract reasoning, precision, perseverance, and strategic use of tools.

The EOY administration occurs after approximately 90 percent of instructional time is complete. For the EOY, students will demonstrate their acquired skills and knowledge by answering selected response questions.

Each test administration is comprised of multiple units, and with certain mathematics units there are separate sections. Below is a figure showing the different components of the PARCC assessment.

Figure 1.0 Administration Components



1.3 About this Manual

This manual provides instructions necessary for the computer-based administration of the PARCC assessment, as well as the tasks for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that Test Administrators and Proctors must follow related to test security and test administration.

Because there are many instances where policies and procedures are state specific, it is important to refer to Appendix C for your state's specific policies and procedures.

When administering the computer-based PARCC assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit he or she is administering. All administration instructions are contained within each script. In addition to English, the scripts will be translated into the following languages: Spanish, Arabic, Navajo, Chinese (Mandarin), Vietnamese, Portuguese, Haitian Creole, Polish, Somali, and Marshallese. The translated scripts will be available at http://avocet.pearson.com/PARCC/Home.

1.4 Roles of Individuals

Local Education Agency (LEA) Test Coordinator (LTC) is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role are the responsibility of the School Test Coordinator.

School Test Coordinator (STC) is the individual at the school level responsible for the overall coordination of test administration. The role may be taken on by the **Principal** or **Designee** based on established criteria. This individual is responsible for coordinating test administration at his or her school.

Test Administrator (TA) is an individual at the school ultimately responsible for administering the assessment. Refer to **Appendix C** for qualifications. States may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used. Parents or legal guardians may not serve as Test Administrators for their own child, unless otherwise specified by your state (refer to **Appendix C**). Student teachers may not serve as Test Administrators in charge of administering the PARCC assessment.

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA and school-level administrators
- Other certified educational professionals

Test Administrator responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Preparing the testing environment
- Receiving and tracking materials provided by the School Test Coordinator
- Reading scripted administration directions as written in the *Test Administrator Manual*
- During each unit, actively supervising the test administration
- Properly administering accommodations
- Collecting and tracking materials returned to the School Test Coordinator

Proctor is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. States may also have roles such as Test Assistant, but for the purpose of this manual, the term Proctor is used. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information about your state's policy.

Proctor responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- During each unit, assisting in the supervision of test administration

A Proctor is recommended for all classrooms due to the nature of computer-based testing.

Technology Coordinator (TC) is an individual at the school or LEA/district level who is responsible for setting up student computers for computer-based testing. The School Test Coordinator must designate an individual to serve in this role who will be on-site during the administration. In addition to the tasks listed in this manual, the Technology Coordinator's responsibilities are described in the *PearsonAccess^{next} Online User Guide*.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring the browser on each student's computer meets technology requirements (e.g., most current version of Java)
- Ensuring the infrastructure is adequate
- Helping with Proctor Caching
- Helping with the Personal Needs Profile (PNP)
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on student computers to be viewed on another computer during testing
- Providing technical support for School Test Coordinators and Test Administrators

Accommodations Coordinator is an individual at the school or LEA/district level who is responsible for managing IEPs, 504 Plans, and EL Plans (if required by your state). Accommodations Coordinators may be called upon to assist with test administration, especially for students who need certain accessibility features and accommodations.

1.5 PARCC Assessment Policies on Scheduling and Testing Time

1.5.1 Administration Dates

All test sessions and units must be completed during your state's appropriate testing window shown in **Appendix C**. Schools will have a total of 20 consecutive school days for computer-based testing. Units may be scheduled at any time during your testing window. Contact your School Test Coordinator if you have any questions about your testing dates.

1.5.2 Guidelines for Testing Time

PARCC tests are timed. Testing time is limited to the Unit Testing Times listed in Table 1.1 (with the exception of an extended time accommodation as noted in Section 1.5.4).

Administration Time is the total time schools should schedule for each unit, including the Unit Testing Time and the approximate times shown in Table 1.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.

Example: Where the Unit Testing Time is 75 minutes, schools might schedule a total of 100 minutes: 15 minutes for reading directions + 75 minutes of testing + 10 minutes for closing the unit.

Unit Testing Time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until Unit Testing Time has expired.

If all students have completed testing before the end of the Unit Testing Time, the unit may end. Once the Unit Testing Time has elapsed, the unit must end, except for students with extended time accommodations. Refer to **Appendix C** for your state's policy on what students may do if they complete a unit prior to the end of the Unit Testing Time.

Table 1.0 Administration Time

	Task	Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Preparation **after** students arrive (includes reading instructions to students and answering questions).	10 minutes
	2. Distribute test materials to students.	5 minutes
	3. Administer unit.	Refer to Unit Testing Time below (45-90 minutes)
	4. End-of-unit activities, including administering a student feedback survey (after the final unit in the EOY), closing units and collecting test materials	5–15 minutes

Table 1.1 Unit Testing Times for Grades 3-5

PBA			
Subject and Grade	**Unit**	**Section**	**Unit Testing Time (Minutes)**
Mathematics Grade 3 PBA	Unit 1	Non-calculator	75
	Unit 2	Non-calculator	75
Mathematics Grade 4 PBA Mathematics Grade 5 PBA	Unit 1	Non-calculator	80
	Unit 2	Non-calculator	70
ELA/Literacy Grade 3 PBA	Unit 1 (Literary Analysis)		75
	Unit 2 (Research Simulation)		75
	Unit 3 (Narrative Writing)		60
ELA/Literacy Grade 4 PBA ELA/Literacy Grade 5 PBA	Unit 1 (Literary Analysis)		75
	Unit 2 (Research Simulation)		90
	Unit 3 (Narrative Writing)		60
EOY			
Subject and Grade	**Unit**	**Section**	**Unit Testing Time (Minutes)**
Mathematics Grade 3 EOY Mathematics Grade 4 EOY Mathematics Grade 5 EOY	Unit 1	Non-calculator	75
	Unit 2	Non-calculator	75
ELA/Literacy Grade 3 EOY ELA/Literacy Grade 4 EOY ELA/Literacy Grade 5 EOY	Unit 1		75

Note: Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided in the table in **Appendix F** for informational purposes only.

1.5.3 Make-up Testing

Students who are not tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled for any day after the original unit as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during original test units.

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that unit, he or she may be allowed to complete that test on a different day. If you have concerns about a student completing a unit, you should not allow the student to begin. If a student leaves during a unit, note the exact place in the test where the student stopped and the time remaining, and then contact the School Test Coordinator.

Students are not allowed to return to any portion of the test they have already viewed. They must pick up exactly where they left off. Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do not return to questions they have already answered.

The same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. For testing out-of-order, an additional addendum "Make-Up Testing Directions for Computer-Based Testing" will be posted to http://avocet.pearson.com/PARCC/Home.

1.5.4 Extended Time

A student may be allowed an **extended time** accommodation beyond Unit Testing Time up to the end of the school day to complete a unit **only if** this accommodation is listed in his or her IEP or 504 Plan (or EL Plan, if required by your state). It is highly recommended these students be scheduled in a separate setting. For your state's information, refer to **Appendix C**. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window.

When establishing a testing schedule, School Test Coordinators should account for students with extended time accommodations and consult with the Technology Coordinator regarding proctor caching requirements for devices used in the separate setting.

1.5.5 Breaks

Test Administrators must consider student breaks during testing and between units. For more information about breaks refer to Section 6.9.

2.0 Test Security

2.1 Test Security Protocols

The administration of the PARCC assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure test content including printed Student Testing Tickets, printed Seal Codes, Mathematics Reference Sheets (grade 5 only), or scratch paper (blank paper intended for use by students to take notes and work through items) before testing.

Note: Non-secure copies of Mathematics Reference Sheets are available online and may be provided to students for regular classroom use (grade 5 only). Mathematics Reference Sheets for computer-based testing are provided within TestNav. Schools may make printed copies of the Mathematics Reference Sheets available to students for computer-based testing.

2.2 Security Forms

In the event of a testing irregularity or a test security breach, the School Test Coordinator or LEA Test Coordinator must make a copy of the security form to report the incident. Refer to **Appendix C** for your state's policy about who to call to report the incident (i.e., either your LEA Test Coordinator or your PARCC State Contact). After calling, the form needs to be completed with as much information as available.

According to your state policy, you may be required to submit security forms online at pearsonaccessnext.com > Support or via email or fax. Refer to your state-specific policy in **Appendix C** for further instructions. For your convenience, copies of the forms are included as appendices in the *Test Coordinator Manual*.

2.3 Security Agreement

Appendix B lists security protocols that all individuals authorized to be involved in a test administration must follow. Also, refer to your state-specific policy regarding Security Agreements in **Appendix C**.

Before testing, all staff involved in the administration and/or handling of test materials of the PARCC assessment (e.g., LEA Test Coordinators, School Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and observers) must sign the Security Agreement. Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for at least 3 years, unless otherwise directed by your state policy in **Appendix C**.

Note: It is extremely important that everyone follows the directions in the Security Agreement.

2.4 Security Plan

Follow the security plan developed by your School Test Coordinator and/or principal for your school. Contact your School Test Coordinator with any questions about your school's security plan.

2.5 Security Breaches and Testing Irregularities

Any action that compromises test security or score validity is prohibited. These may be classified as security breaches or testing irregularities and apply to individuals authorized to be involved in test administration, observers, and/or students. In Sections 2.5.1 and 2.5.2, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). Refer to Section 2.5.3 for information on reporting security breaches and testing irregularities.

2.5.1 Test Security Breaches

The lists in this section describe various security breaches (i.e., actions prohibited before, during, and after testing that compromise test security) regarding electronic devices, test supervision, and test materials. These lists are intended as examples only and are not comprehensive. Security breaches may result in test invalidations.

- **Examples of Test Security Breaches—Electronic Devices**
  - Using a cell phone or other prohibited hand-held electronic device (e.g., smartphone, iPod®) while secure test materials are still distributed or while students are testing
    - Exception: Test Administrators and Technology Coordinators are permitted to use cell phones in the testing environment only in cases of emergencies (e.g., a student becomes ill), or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed.
  - Using a computer, laptop, or tablet (other than the one being used to administer a computer-based test) while secure test materials are still distributed or while students are testing

- **Examples of Test Security Breaches—Test Supervision**
  - Explaining passages or test items to students
  - Coaching students during testing including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing (e.g., grading papers, reading a book, newspaper or magazine, etc.)
  - Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing
  - Giving students more or less time than is allotted for the unit as outlined in the manual (except for students who have an approved IEP, 504 Plan, or, if required by your state, an EL Plan)
  - Encouraging students to finish early
  - Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing
  - Providing unauthorized persons with access to secure materials
  - Formally or informally scoring student responses to test items
  - Allowing a student to engage in any activities not listed in **Appendix C** as appropriate for your state
  - Allowing students to test before or after the test administration window

- **Examples of Test Security Breaches—Test Materials**
  - Leaving test materials unattended or failing to keep test materials secure at all times while secure test materials are still distributed or while students are testing
  - Viewing or permitting students to view secure test content at any time other than during testing
  - Reading test items or passages before, during, or after testing
    - Exception: Reading to a student who has the human reader accommodation listed in his or her IEP or 504 Plan is permitted on the English Language Arts/Literacy assessments or as an accessibility feature for the Mathematics assessment.

- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials
- Altering or interfering with a student's responses in any way
- Making responses available to a student
- Handling the test materials for a purpose other than test administration (e.g., Test Administrator logs into a test after school)
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test

2.5.2 Testing Irregularities

The list in this section describes testing irregularities (i.e., actions or events that may occur before, during, or after administration that may compromise the validity of the test) regarding the testing environment and testing procedures. These are intended as examples only and are not comprehensive. Testing irregularities may result in test invalidations.

- **Examples of Testing Irregularities—Testing Environment**
  - Building evacuation or lockdown (refer to Section 2.7)
  - Unauthorized visitors (refer to Section 4.2)
  - Failing to follow administration directions exactly as specified in this manual
  - Losing a Student Testing Ticket
  - Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Loss of internet connectivity for computer-based testing
  - Providing access to Seal Codes for computer-based testing ahead of time and before reading the appropriate direction in the script

2.5.3 Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the School Test Coordinator immediately. The Form to Report a Testing Irregularity or Security Breach must be completed with as much information as possible within two school days of the incident.

If any situation occurs that could cause any part of the test administration to be compromised, refer to **Appendix C** for your state's policy and immediately follow those steps.

Occasionally, individuals will contact state department of education offices with allegations of testing irregularities or security breaches. In these cases, the state's designee may contact the School Test Coordinator or LEA Test Coordinator and ask that individual to investigate the allegation and report back to the appropriate state level organization.

2.6 Maintaining the Security of Test Materials and Content

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

2.7 Procedures for Safety Threats and Severe Weather

In the event that there is a building evacuation, lockdown, or school closure that occurs **before** the start of a unit, follow the protocol outlined below:

- Proceed with testing only if the unit can be completed that day.
  - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to **Appendix C** for your state's policy about reporting a testing irregularity or security breach.

In the event that there is a building evacuation, lockdown, or school closure that occurs **during** the unit, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, lock the door or take necessary steps to ensure the security of the test materials if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Inform students how many minutes remain in the unit.
  - Write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess^{next}.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to **Appendix C** for your state's policy about reporting a testing irregularity or security breach.

3.0 Test Materials

3.1 Computer-Based Test Materials

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration. Your state may have additional guidance located in your state policy in **Appendix C**.

Test materials that must be distributed by School Test Coordinators to Test Administrators for computer-based test administration include:

- PARCC-supplied material – locally printed
  - Student Testing Tickets
  - Seal Codes
- School-supplied material
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - Blank scratch paper (graph, lined or un-lined paper) is intended for use by students to take notes and work through items during testing.
    - Test Administrators must supply blank scratch paper for each student at the beginning of each unit. Additional pages may be provided during testing as needed
  - Calculators, refer to Sections 3.2 and 3.3 for additional information
  - Headphones
  - Materials necessary for the administration of accommodations or accessibility features
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing – Do Not Disturb," "Go On," and "Stop" signs to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix D**)

3.2 Allowable Calculators

For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.

Grade-level appropriate calculators will be available through the TestNav platform. Students may use hand-held, grade appropriate calculators (provided by either the school or the student).

Students may not use calculators on PARCC assessments that are allowable for lower or higher grade-level assessments. In order to provide comparability across schools in the consortium, students must only use calculators that are allowable for their grade-level assessment. PARCC assessment items were developed with PARCC's Calculator Policy in mind. Allowing for the use of a calculator that is designated for a lower or higher grade-level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed.

Additionally, schools must adhere to the following guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC assessments.

- Students are not allowed to share calculators with another student during a test unit.
- Test Administrators must confirm that the memory on **all** calculators has been cleared before and after the testing units.
- Calculators with "QWERTY" keyboards are not permitted.
- If schools or districts permit students to bring their own hand-held calculators for PARCC assessment purposes, Test Administrators must confirm that the calculators meet PARCC requirements as defined above.

3.3 Calculator Accommodation Policy

For students who meet the guidelines in the *PARCC Accessibility Features and Accommodations Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any PARCC Mathematics Assessment. Four-function calculators with square root and percentage functions are allowable as an accommodation for grades 3-5.

If a student needs a calculator as part of an accommodation, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 Plan.

3.3.1 Calculator Accommodation Summary

The following table (Table 3.0) describes when students are permitted to use a calculator in accordance with the calculator accommodation policy.

Table 3.0 Calculator Accommodation Summary

Category	Grades 3-5
Students **without** a calculator accommodation	**No** calculators allowed
Students **with** a calculator accommodation	Calculators allowed

3.4 Mathematics Tools

The tools listed in Section 3.4.1 are meant as allowable tools for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the PARCC Practice Tests or sample items using these tools. PARCC Practice Tests and sample items are available at http://parcc.pearson.com/.

Directions should be given to the Test Administrator to have the materials located in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do not have any writing on them).

3.4.1 Rulers and Protractors

Required rulers and/or protractors will be provided through the TestNav platform for the grades listed in Table 3.1. Students are not permitted to use outside rulers or protractors if these tools are provided by PARCC for use on their grade-level assessment.

Table 3.1 Rulers and Protractors

Grade(s)	PARCC-Provided	Allowable (Not Provided)
Grade 3	• Ruler (¼-inch)	—
Grade 4-5	• Ruler (⅛-inch) • Protractor	—

3.5 Headphones

Headphones are needed for ELA/Literacy PBA units, or for students who receive the text-to-speech accommodation for the ELA/Literacy assessments or the accessibility features for the Mathematics assessments. Volume controls appear before the start of each unit. Therefore, the volume can only be adjusted prior to beginning the test—attempting to adjust the volume later may cause TestNav to close.

There are different forms of the test. Within a unit, students may or may not experience items connected to multimedia text. Therefore, headphones need to be provided for each PBA unit.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are not plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones, schools can break up classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

3.6 Materials Allowed ONLY AFTER a Student Has Completed Testing

Refer to your state policy in **Appendix C.**

3.7 Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials include materials that must be covered or removed from the testing room.

The following lists are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., exits TestNav) or during a break. Ensure that these, and any related materials, are not in the possession of students, Test Administrators, Proctors, or any other authorized persons in the test area, including inside students' desks.

- **Materials Prohibited During All Units**
  - All cellular phones (including camera phones and smartphones)
    - Exception: Test Administrators are permitted cell phones in the testing environment in cases of emergencies (e.g., a student becomes ill), or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed. Technology Coordinators may NOT take photos of TestNav screens.
  - Other non-test-related personal electronic equipment (e.g., personal document scanners, eBooks, electronic pens)
  - Instructional aids related to the content being assessed
  - Reference books
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, or illustrates terminology or concepts or otherwise provides unauthorized assistance during testing
  - Mathematical formulas and conversion tables other than the grade-specific, PARCC-approved Mathematics Reference Sheets

There may be other examples not included in these lists. If you are unsure, please contact your LEA or School Test Coordinator. Follow the general rule that if the item in question may help the student answer or find an answer, post or copy materials, it is not allowed.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their locker or book bags. If a student is found to have any prohibited materials in his or her possession upon arrival for testing, instruct the student to hand the materials to the Test Administrator. If the prohibited material is an electronic device, instruct the student to first turn off the device, and then hand it to the Test Administrator.

Other materials may be permitted after a student has completed testing. Refer to **Appendix C** for your state's policy.

3.8 Prohibited Classroom Resources

Classroom resources such as books, models, displays, and teaching aids may provide unauthorized assistance or explain, define, or illustrate concepts. The following list includes materials that must be covered or removed if they provide students with an advantage in answering questions. There may be other examples not included in this list that school personnel should consider when preparing rooms for testing.

- Posters, maps, charts, and displays that define, explain, or illustrate terms or concepts (in content tested)
- Mathematical formulas/theorems
- Graphic organizers
- Multiplication tables*
- 100s charts*
- Definitions
- Writing formulas
- Any manipulative not approved through unique accommodation prior to testing*

*May be allowable if listed in the student's IEP or 504 Plan.

It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

3.9 Protocol for Students Observed with Prohibited Materials

If a student is observed with any of the items listed in Section 3.7 during testing or during breaks, the Test Administrator should collect the student's test materials. The student will then be dismissed from the testing environment, and the test may be invalidated later by the state education agency. The school or LEA should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** of the *Test Coordinator Manual* and follow your state policy for submitting the form.

3.10 Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP or 504 Plan (or EL Plan, if required by your state). If a student requires an accommodation that is not listed in the *PARCC Accessibility Features and Accommodations Manual*, then approval must be authorized. Contact your state education agency for details (refer to **Appendix C**).

4.0 Testing Environment

4.1 Establishing a Testing Environment

It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, Test Administrators should take the following into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to **Appendix C** for your state's policy on what students may do after testing.
- Test Administrators should prohibit unauthorized visitors as described in Section 4.2.
- The testing sign in **Appendix D** should be posted on the outside of the room door.
- Prohibited classroom resources (Section 3.8) should be removed or covered.

4.2 Unauthorized Visitors

Visitors, including parents/guardians, school board members, researchers, reporters, non-testing students, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.

Visits by state assessment office monitors, LEA monitors, and Parcc Inc. observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to **Appendix C** for details about observation visits for your state.

5.0 Preparing for PARCC Assessment Administration

5.1 Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities Test Administrators must complete before the first day of testing. It is highly recommended that you complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
❑ Review policies and instructions for test administration in this manual.	Section 5.2
❑ Complete mandatory training session with School Test Coordinator to review test security and administration protocols and plans, and review day of test activities.	Section 5.3
❑ Complete recommended online training modules or in-person training: ❍ Introduction to Training - For All User Roles ❍ PearsonAccess^{next} ❍ Student Readiness Resources for PARCC ❍ Administration of Computer-Based Testing for Test Administrators ❍ Accessibility Features and Accommodations (if applicable)	Section 5.3 and http://parcc.pearson.com/manuals-training
❑ Sign the Security Agreement and submit it to the School Test Coordinator.	**Appendix B**
❑ Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 5.4
❑ Be sure to have a sufficient supply of pencils and scratch paper for student use. It is recommended to have at least two wooden No. 2 pencils per student.	Section 3.1
❑ Recommended: Participate in the Infrastructure Trial.	*Infrastructure Trial Guide*
❑ Strongly Recommended: Administer the Computer-Based Testing Practice Tests, Sample Items and Tutorial.	Section 5.5
One Day Before Testing	**Reference**
❑ Prepare the testing environment.	Sections 5.6 and 4.1

5.2 PARCC Assessment Manuals

All school staff involved in the administration of the PARCC assessment must be familiar with their individual responsibilities and PARCC test security protocols. Test Administrators and Proctors must read and be familiar with the content and instructions contained in this manual.

5.3 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for test administration and review responsibilities. After meeting with the School Test Coordinator, Test Administrators should have a complete understanding of the testing schedule, security plan, chain-of-custody process, and the plan to administer accommodations.

5.4 Planning to Administer Accessibility Features and Accommodations During PARCC Assessments

Once decisions have been made about which accessibility features and accommodations will be provided, plans for providing accessibility features and accommodations during PARCC assessments must be coordinated well ahead of the test administration. The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. Refer to Section 7.0 for additional information about accessibility features and accommodations.

5.5 Administer Sample Items, Practice Tests, and Tutorials

During the test, Test Administrators will not be allowed to assist students with TestNav functionality and navigation. Some students may not be familiar with computer-based testing or the tools and item types used in the computer-based PARCC assessments. Therefore, it is highly recommended that all students who will participate in the PARCC assessments first take the sample items, practice tests, and tutorials available at http://parcc.pearson.com. The computer-based sample items, practice tests, and tutorials contain test items to help familiarize students with the computer-based testing tools and the process for identifying and responding to different item types on the computer.

Your School Test Coordinator will provide you with instructions for administering the sample items, practice tests, and tutorials. It will take up to 30 minutes to administer each tutorial. Throughout the school year, students should be provided access to the tutorials, sample items and practice tests. Students with accommodations may need additional practice time to become familiar with all computer-based testing features.

5.6 Prepare the Testing Room

Every assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

To maintain security in a computer-based testing environment, PARCC suggests the following ideal configurations for seating students (unless local policy and procedures does not allow):

- Seat students in every other seat
- Arrange monitors back-to-back
- Seat students back-to-back
- Seat students in a semicircle
- Seat students in widely spaced rows or in every other row

If an ideal seating configuration is not possible, physical and visual barriers between computers should be used to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Cloth or paper "curtains" that isolate each computer
- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between computers
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between computers
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Refer to Section 3.8 for testing environment guidelines.

- Before students enter the test environment:
  - Post a "Testing—Do Not Disturb" sign (in **Appendix D**) on the outside of the door of the testing room.
  - Display a timing box on the board; refer to the example in Figure 5.0.
    - Write the name of the unit you are administering on the Unit Name line in the timing box on the board.
    - Using the Unit Testing Time in Table 1.1 of this manual for reference, write the Unit Testing Time on the correct line in the timing box on the board.
    - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 5.0 Timing Box Example

Unit Name: _____
Unit Testing Time: _____
Starting Time: _____
Stopping Time: _____

6.0 Administering the PARCC Assessments

6.1 Tasks for Test Administrators to Complete DURING Testing

This section describes activities Test Administrators must complete during the day of testing.

Day of Testing	Reference
❑ Receive test materials from School Test Coordinator and track receipt using the Computer-Based Chain-of-Custody Form (and/or any other equivalent materials tracking log used by your school). The Computer-Based Chain-of-Custody Form helps certify that all materials have been accurately tracked.	Section 6.2
❑ Manage Test Sessions and review each student's status in PearsonAccess^{next}: ❍ Test Administrator Login ❍ Start Test Sessions ❍ Resume students (as needed) ❍ Exiting tests	Section 6.3
❑ Distribute test materials to students, and administer the PARCC assessment according to the directions in this manual and using the appropriate administration script.	Section 6.4
❑ Help students log in to TestNav (http://parcc.testnav.com).	Section 6.5
❑ Keep time.	Section 6.6
❑ Supervise test administration and provide breaks (if applicable).	Sections 6.8 and 6.9
❑ Process for troubleshooting computer-based testing issues.	Section 6.8.1

6.2 Receive Test Materials from the School Test Coordinator (Day of Testing)

- Verify you have the schedule of times for the day's test sessions, including a roster of students testing.
- Receive Student Testing Tickets and Seal Codes.
- Review the list of all students needing accessibility features and accommodations (a plan for space and staff must be completed well in advance of testing).

6.3 Manage Test Sessions in PearsonAccess^{next} (Day of Testing)

Before students can begin testing you will need to log in to PearsonAccess^{next} with the user account that was created for you and manually begin the test session. After a session is started, you can monitor the real-time status of students by refreshing your browser. Table 6.0 describes the possible statuses for a student.

Table 6.0 Student Statuses in PearsonAccess^{next}

Status	Description
Ready	The student has not yet started the test.
Active	The student has logged in and started the test.
Exited	The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator.)
Resumed	The student has been authorized to resume the test. Resume a test when a student exits a test (either intentionally or unintentionally), before finishing the test and you want the student to continue the same test. Only students in Active or Exited status can be resumed. Students in Ready, Completed, or Marked Complete statuses cannot be resumed.
Resumed-Upload	The student has been authorized to resume the test, and any responses saved locally can be uploaded when the student is ready to continue testing. The student will be prompted to get assistance from the Test Administrator to upload saved responses.
Completed	The test has been submitted by the student through TestNav and the data has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a test complete when a student has exited TestNav and does not resume the same test.

If a student exits TestNav (either unintentionally or intentionally) before completing a test, the Test Administrator must resume the student's test before the student can continue with same test. Verify that TestNav is shut down for a student before you attempt to resume the student in PearsonAccess^{next}. When you click Resume Test, you are resuming the student's test from the point at which the test was interrupted. The system will upload any test responses that the student entered after the interruption.

Students should not "Submit" the test until they have completed all units. Between units, students should exit and save the test. When the next unit begins, the Test Administrator will need to resume each student.

Refer to the *PearsonAccess^{next} Online User Guide* for instructions on logging into PearsonAccess^{next} and performing the tasks described in this section.

6.4 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance, then read the appropriate administration script, distribute Student Testing Tickets and scratch paper when instructed to do so.

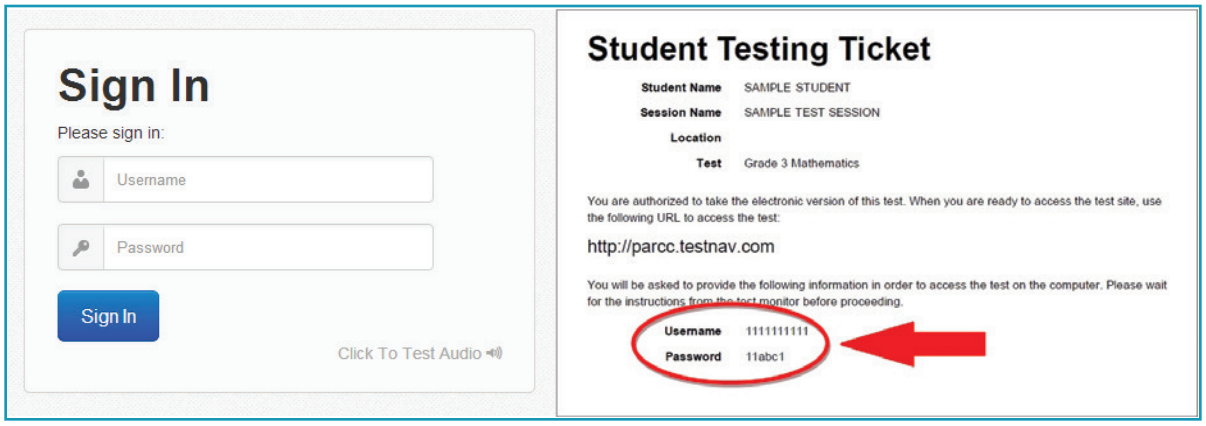
Note: Rulers and protractors may be provided to students who are in allowable grades (refer to Section 3.4).

Test Administrators are required to adhere to the scripts provided in this manual for administering the PARCC assessment. Read word-for-word the bold instructions in each SAY box to students (i.e., you may not modify or paraphrase the wording in the SAY boxes). If after the first reading students still have questions, refer to Section 6.8.2. Text that is outside the SAY boxes includes directions for Test Administrators to follow and should not be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

6.5 Log Students into TestNav (Day of Testing)

After confirming all students have the correct Student Testing Ticket, instruct students to navigate to TestNav. This may be a desktop shortcut, in the browser favorites, or an app (for tablets) setup by the Technology Coordinator. Alternatively, students may need to type the URL http://parcc.testnav.com in the navigation bar of the browser. All students should be on the login screen (below in Figure 6.1) before continuing. When instructed, students will type the username and password found on the bottom of their Student Testing Ticket (below in Figure 6.1) into the appropriate fields on the login screen.

Figure 6.1 TestNav Login Screen and Student Testing Tickets



When students are prompted to enter a Seal Code, it is imperative to distribute only one Seal Code at a time according to the administration scripts. A printable handout with additional information, "Log Out Instructions and Seal Code Guidance," is available at http://avocet.pearson.com/PARCC/Home.

6.6 Keep Time (Day of Testing)

Keep accurate time for each test unit. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Table 1.1 for guidance on Unit Testing Times.

Note: A student with the extended time accommodation specified in his or her approved IEP or 504 Plan (or EL Plan, if required by your state) may be provided more time to complete each unit.

6.7 Maintain Test Security

Maintain test security at all times and report violations or concerns to your School Test Coordinator immediately. Adhere to the Test Security Protocols. It is essential to follow security measures at all times in order to ensure the validity, reliability and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by PARCC.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill) follow the security procedures in Section 2.7.

6.8 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are not involved in questionable activities. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.5, 3.7 and 3.8 of this manual for information on prohibited activities and prohibited materials.

For each unit, students should be given blank scratch paper. Students must print their names at the top of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for on the Chain-of-Custody Form or other form being used and returned to the School Test Coordinator with the other test materials (refer to Section 2.1 for more information).

In the event that laptops or other modular devices are used for testing, they must be monitored and may not be removed from the test setting during test administration. This includes removal for technical purposes.

6.8.1 Guidance for Troubleshooting Computer-Based Testing

If student testing devices are experiencing technical problems during a test, such as freezing, error messages, or blank screens, that prevents the student(s) from normal continuation of testing, the Test Administrator should follow the procedures outlined below.

- When a technology disruption affecting **a single student** occurs, Test Administrators should follow these steps:
  - Note the time of the disruption so that the remaining time for the unit can be calculated.
  - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
    - Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/display/TN/Error+Codes.
    - Technology Coordinators and Test Administrators must not take photos of error screens.
  - If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device, and given time to account for any delay caused by the error and the switch in devices.
  - If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may not return to any section of the test he or she has already completed, and must be given the amount of time remaining in the test unit when the technical problem occurred.
  - Document the situation in writing. Refer to **Appendix C** for your state's policy about reporting a testing irregularity.

- When a technology disruption affecting **multiple students** occurs, Test Administrators should follow these steps:
  - Pause testing in the room until the problem is resolved.
  - Note the time of the disruption so that the remaining time for the unit can be calculated.
  - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
    - Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide*.
    - Technology Coordinators and Test Administrators must not take photos of error screens.
  - Once the issues are resolved, prepare students to resume testing for the continuation of the unit:
    - Test Administrators must resume students' tests in PearsonAccess^{next} before the students can continue with the same test; refer to resuming a test in *PearsonAccess^{next} Online User Guide*.
    - Test Administrators must inform students how many minutes remain in the unit.
    - Test Administrators must write on the board the updated start time and stop time of the unit.

Document the situation in writing. Refer to **Appendix C** for your state's policy about reporting a testing irregularity. During testing, Test Administrators are not permitted to help students navigate or use the functionalities within TestNav 8.

6.8.2 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify **only** general administration instructions after reading the script word-for-word. No part of the test may be clarified, nor can assistance be provided to the student during testing.

If you have questions, consult your School Test Coordinator.

If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an English Learner (EL), then the guidelines must also be followed in providing clarifications in a student's native language. Test Administrators and Proctors may not answer or clarify student questions about test items or passages or assist students in any way in responding to test items.

6.8.3 Guidance for Redirecting Students

The Test Administrator or Proctor may redirect the student's attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focused during the assessments
- Providing a redirection as part of a classroom management plan or school rules
- Providing a visual cue to the student to remain on task

Test Administrators and Proctors may not individually remind or encourage a student to answer all questions. Test Administrators and Proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

6.8.4 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The school or LEA must submit a Form to Report a Testing Irregularity or Security Breach within two days.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav. Once the student has been exited, follow your state policy in **Appendix C**.

6.8.5 Student Generated Test Item Alerts

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, the following protocol will be followed by school personnel.

- Under no circumstances will any school personnel read or review the test item.
- The Test Administrator will instruct the student to proceed with the test and do his or her best on the item in question.
- The Test Administrator will note the content area, grade level, form number, item number, and test format (online or paper) of the item in question and provide that information to the School Test Coordinator. Actual wording from the question should never be included either verbally or in writing.
- Follow your state policy in **Appendix C** for reporting testing irregularities.

6.9 Breaks

The following security measures must be followed during breaks:

- Students must be supervised.
- Test materials must be closed or covered.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

6.9.1 Breaks During Unit

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each unit.
- Individual restroom breaks are allowed.
- Students are **not permitted to talk**.
- The end of unit time can be adjusted by 3 minutes at the end of this break.

It is recommended that visual blocks be applied to the student's computer screen (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test.

6.9.2 Breaks Between Units

If your School Test Coordinator scheduled units back-to-back for students, breaks are highly recommended between units to stretch, go to the restroom, or get a drink for the entire classroom. All students in the session must break at the same time between units.

6.10 Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

Day of Testing	Reference
❑ Collect test materials from students and track their return on the Computer-Based Chain-of-Custody Form (and/or any other equivalent materials tracking log used by your school). The Chain-of-Custody Form helps certify that all materials have been accurately tracked and is available online.	Section 6.11
❑ Report any testing irregularity or security breach to the STC/LTC. Ensure completion of necessary Form to Report a Testing Irregularity or Security Breach, along with investigation (if applicable).	Section 2.5
❑ Stop Test Sessions in PearsonAccess^{next} (this task may be completed by your School Test Coordinator).	Section 6.12
Within One Week of Testing	
❑ Complete the Test Administrator Survey after each administration.	Section 6.13

6.11 Return Materials to the School Test Coordinator

Upon returning test materials to the School Test Coordinator, make sure that each student has written his or her name on his or her scratch paper. The following are materials that must be returned to the School Test Coordinator:

- Test Administrator Manuals (after all units are completed)
- Student Testing Tickets
- Seal Codes
- Mathematics Reference Sheets (if applicable)
- Accommodated test materials
- Used and unused scratch paper

6.12 Stop Test Sessions in PearsonAccess^{next}

After students have completed all units of the test and submitted their responses, make sure test sessions have been stopped (this task may be completed by your School Test Coordinator). Refer to the *PearsonAccess^{next} Online User Guide* for specific instructions. This can only be done if all students in the testing group have submitted responses.

6.13 Complete Test Administrator Survey

Go to https://www.humrro.org/PARCC/TestAdminCBT, and complete the PARCC Test Administrator survey after administration is complete. Note: If a Test Administrator is administering both the PBA and the EOY, he or she should complete the survey once after each administration. Although not required, participation is strongly encouraged. Information from this survey will be summarized and used to inform future PARCC testing efforts. Please provide meaningful feedback that can be used to inform future PARCC testing policies, procedures, and practices. Test Administrators are encouraged to review the survey questions prior to administration of the test. The Test Administrator Survey will be posted in February 2015 at http://parcc.pearson.com/manuals-training/.

Scripts for Administering the Grades 3-5 Mathematics Performance-Based Assessment (PBA)

Mathematics PBA – Unit 1

Test Administrators m ust make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Say	**Today, you will take the Mathematics Performance-Based Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper (and Mathematics Reference Sheets, if applicable) and Student Testing Tickets. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 Plan, make sure the student receives the appropriate device.

If used regularly during instruction, distribute allowable Mathematics tools. Allowable tools differ by grade; refer to Section 3.4 for additional information.

Say	**Write your first and last name on each sheet of your scratch paper** (for grade 5: **and Mathematics Reference Sheets**)**.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the log in screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 1

Say	**Select the blue "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking Unit 1 of the Grade ____ Mathematics Test.** **Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **If a question asks you to show or explain your work, you must do so to receive full credit. Be sure to:** • **Enter your response in the box provided.** • **Label each part of your work if a question has more than one part, and clearly identify your answer for each part.** • **Work on scratch paper will not be scored.** **The Equation Editor is where you record your answers. It does not perform calculations. There are two types of Equation Editors:** 1. **The Basic Equation Editor allows you to enter only math such as different types of numbers, math symbols, and letters used to represent numbers.** 2. **The Open Response Equation Editor also allows you to enter text such as words and punctuation.** **If you do not know the answer to a question, you may flag it and go on. If you finish Unit 1 of the test early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.** **You will have access to online tools to use during the test; for example, answer eliminator, flag item for review, text highlighter, line reader, magnifier,** (for grade 5: **Mathematics Reference Sheet**), **ruler, and protractor** (for grades 4 & 5)**.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Continue" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for Unit 1 **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in Unit 1.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have** [Grade 3: **75**, Grades 4 & 5: **80**] **minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out is available at: http://avocet.pearson.com/PARCC/Home.

As students complete testing, assist them in logging out of TestNav.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes left.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the Unit Time is finished read the following "SAY" box.

Say	**Stop working. You have finished Unit 1.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the blue "End Section" button in the middle right of your screen.** (Pause.) **Select the green "Continue" button.** (Pause.) **Select the blue "Yes" button to exit the unit.** (Pause.) **In the top right hand corner of your screen, select the gray button next to your name and choose the option "Logout of TestNav."** (Pause.) **You should see the message "I want to exit this test and finish later." Select the blue "Save and Return Later" button.** (Pause.) **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- All students must be in Resumed status in PearsonAccess^{next} before the next unit begins. Please see the *PearsonAccess^{next} Online User Guide* for instructions how to resume students.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

If you are administering Unit 2 the same day as Unit 1, be sure to allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to Unit 2.

Mathematics PBA – Unit 2

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Say	**Today, you will take the Mathematics Performance-Based Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper (and Mathematics Reference Sheets, if applicable) and Student Testing Tickets. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 Plan, make sure the student receives the appropriate device.

If used regularly during instruction, distribute allowable Mathematics tools. Allowable tools differ by grade; refer to Section 3.4 for additional information.

Say	**Write your first and last name on each sheet of your scratch paper** (for grade 5 (if applicable): **and Mathematics Reference Sheets**)**.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the log in screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 2

Say	**Select the blue "Resume Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking Unit 2 of the Grade ____ Mathematics Test.** **Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **If a question asks you to show or explain your work, you must do so to receive full credit. Be sure to:** • **Enter your response in the box provided.** • **Label each part of your work if a question has more than one part, and clearly identify your answer for each part.** • **Work on scratch paper will not be scored.** **The Equation Editor is where you record your answers. It does not perform calculations. There are two types of Equation Editors:** 1. **The Basic Equation Editor allows you to enter only math such as different types of numbers, math symbols, and letters used to represent numbers.** 2. **The Open Response Equation Editor also allows you to enter text such as words and punctuation.** **If you do not know the answer to a question, you may flag it and go on. If you finish early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.** **You will have access to online tools to use during the test; for example, answer eliminator, flag item for review, text highlighter, line reader, magnifier,** (for grade 5: **Mathematics Reference Sheet**), **ruler, and protractor** (for grades 4 & 5)**.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Submit" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for Unit 2 **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in Unit 2.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have** [Grade 3: **75**, Grades 4 & 5: **70**] **minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out is available at: http://avocet.pearson.com/PARCC/Home.

As students complete testing, assist them in logging out of TestNav.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

	You have 10 minutes remaining.

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

Say	**Stop working. You have finished Unit 2.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the green "Submit Final Answers" button. If the button is not on the screen, select the blue "End Section" button. Then, select the green "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the green "Yes, Submit Final Answers" button. You will then see a message on the screen that says, "Logout complete. Thank you for using TestNav."** **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

Scripts for Administering the Grades 3-5 ELA/Literacy Performance-Based Assessment (PBA)

ELA/Literacy PBA – Unit 1 (Literary Analysis)

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav.

Say	**Today, you will take the English Language Arts/Literacy Performance-Based Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper and Student Testing Tickets. Make sure students have pencils.

Say	**Write your first and last name on each sheet of your scratch paper.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 1 (Literary Analysis)

Say	**Select the blue "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking the Literary Analysis Unit of the Grade __ English Language Arts/Literacy Test.** **You will be asked to read two passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **The final question in this unit will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper or the notepad tool.** **Enter your response in the box provided. The size of the box does not limit the length of your response. You may use the tools at the top of the box to edit your response. To view your entire response, use the scroll bar found on the right side of the box. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may flag it and go on. If you finish the Literary Analysis Unit of the test early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **You will have access to online tools to use during the test; for example, answer eliminator, text highlighter, line reader, and magnifier.** **Some words or phrases will be underlined. If you see any underlined words or phrases, you can select the hyperlink to display a pop-up glossary that will provide you with the definition of the words or phrase. During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Continue" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for the Literary Analysis Unit **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in the Literary Analysis Unit.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow the instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out of TestNav is available at: http://avocet.pearson.com/PARCC/Home.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the Unit Time is finished read the following "SAY" box.

Say	
	Stop working. You have finished the Literary Analysis Unit. **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the blue "End Section" button in the middle right of your screen.** (Pause.) **Select the green "Continue" button.** (Pause.) **Select the blue "Yes" button to exit the unit.** (Pause.) **In the top right hand corner of your screen, select the gray button next to your name and choose the option "Logout of TestNav."** (Pause.) **You should see the message "I want to exit this test and finish later." Select the blue "Save and Return Later" button.** (Pause.) **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off. Then, collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- All students must be in Resumed status in PearsonAccess^{next} before the next unit begins. Please see the *PearsonAccess^{next} Online User Guide* for instructions how to resume students.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

If you are administering the Research Simulation Unit the same day as the Literary Analysis Unit, be sure to allow students to take a break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to the Research Simulation Unit.

ELA/Literacy PBA – Unit 2 (Research Simulation)

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav.

Say	**Today, you will take the English Language Arts/Literacy Performance-Based Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper Student Testing Tickets. Make sure students have pencils.

Say	**Write your first and last name on each sheet of your scratch paper.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 2 (Research Simulation)

Say	**Select the blue "Resume Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking the Research Simulation Unit of the Grade __ English Language Arts/Literacy Test.** **You will be asked to read** (Grade 3: **two**, Grades 4-5: **three**) **passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **The final question in this unit will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper or the notepad tool.** **Enter your response in the box provided. The size of the box does not limit the length of your response. You may use the tools at the top of the box to edit your response. To view your entire response, use the scroll bar found on the right side of the box. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may flag it and go on. If you finish the Research Simulation Unit of the test early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **You will have access to online tools to use during the test; for example, answer eliminator, text highlighter, line reader, and magnifier.** **Some words or phrases will be underlined. If you see any underlined words or phrases, you can select the hyperlink to display a pop-up glossary that will provide you with the definition of the words or phrase. During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Continue" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for the Research Simulation Unit **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in the Research Simulation Unit.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have** [Grade 3: **75**, Grades 4 & 5: **90**] **minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow the instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out of TestNav is available at: http://avocet.pearson.com/PARCC/Home.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the Unit Time is finished read the following "SAY" box.

Say	
	Stop working. You have finished the Research Simulation Unit.
	Select the gray "Review" button at the top left corner of your test.
	(Pause.)
	From the review screen, select the blue "End Section" button in the middle right of your screen.
	(Pause.)
	Select the green "Continue" button.
	(Pause.)
	Select the blue "Yes" button to exit the unit.
	(Pause.)
	In the top right hand corner of your screen, select the gray button next to your name and choose the option "Logout of TestNav."
	(Pause.)
	You should see the message "I want to exit this test and finish later." Select the blue Save and Return Later button.
	(Pause.)
	I will now collect your Student Testing Ticket and scratch paper.

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- All students need to be in Resumed status in PearsonAccess^{next} before the next unit begins. Please see the *PearsonAccess^{next} Online User Guide* for instructions how to resume students.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

If you are administering the Narrative Writing Unit the same day as the Research Simulation Unit, be sure to allow students to take a break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to the Narrative Writing Unit.

ELA/Literacy PBA – Unit 3 (Narrative Writing)

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav.

Say	**Today, you will take the English Language Arts/Literacy Performance-Based Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper and Student Testing Tickets. Make sure students have pencils.

Say	**Write your first and last name on each sheet of your scratch paper.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 3 (Narrative Writing)

Say	**Select the blue "Resume Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking the Narrative Writing Unit of the Grade __ English Language Arts/Literacy Test.** **You will be asked to read one passage. Read the passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage when needed.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **The final question in this unit will ask you to write a story. You may plan your story using scratch paper or the notepad tool.** **Enter your story in the box provided. The size of the box does not limit the length of your response. You may use the tools at the top of the box to edit your response. To view your entire response, use the scroll bar found on the right side of the box. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may flag it and go on. If you finish early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **You will have access to online tools to use during the test; for example, answer eliminator, text highlighter, line reader, and magnifier.** **Some words or phrases will be underlined. If you see any underlined words or phrases, you can select the hyperlink to display a pop-up glossary that will provide you with the definition of the words or phrase. During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Submit" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for the Narrative Writing Unit **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in the Narrative Writing Unit.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow the instructions at the end of this script for logging students out. A stand-alone document with instructions on how to log a student out of TestNav is available at: http://avocet.pearson.com/PARCC/Home.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

Say	**Stop working. You have finished the Narrative Writing Unit.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the green "Submit Final Answers" button. If the button is not on the screen, select the blue "End Section" button. Then, select the green "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the green "Yes, Submit Final Answers" button. You will then see a message on the screen that says, "Logout complete. Thank you for using TestNav."** **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

Scripts for Administering the Grades 3-5 Mathematics End-of-Year Assessment (EOY)

Mathematics EOY – Unit 1

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Say	**Today, you will take the Mathematics End-of-Year Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper (and Mathematics Reference Sheets, if applicable) and Student Testing Tickets. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 Plan, make sure the student receives the appropriate device.

If used regularly during instruction, distribute allowable Mathematics tools. Allowable tools differ by grade; refer to Section 3.4 for additional information.

Say	**Write your first and last name on each sheet of your scratch paper** (for grade 5 (if applicable): **and Mathematics Reference Sheets**)**.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the log in screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 1

Say	**Select the blue "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking Unit 1 of the Grade _____ Mathematics Test.** **Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **The Equation Editor is where you record your answers. It does not perform calculations. There are two types of Equation Editors:** **1. The Basic Equation Editor allows you to enter only math such as different types of numbers, math symbols, and letters used to represent numbers.** **2. The Open Response Equation Editor also allows you to enter text such as words and punctuation.** **If you do not know the answer to a question, you may flag it and go on. If you finish early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.** **You will have access to online tools to use during the test; for example, answer eliminator, flag item for review, text highlighter, line reader, magnifier,** (for grade 5: **Mathematics Reference Sheet**), **ruler, and protractor** (for grades 4 & 5)**.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. If you finish early, you may use the review screen at the end of the unit to check your work. DO NOT select the green "Continue" button until I direct you to log out of the test.** **Once you have completely checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your Student Testing Ticket and scratch paper. Once you have exited the test you may not log back in.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	
	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	
	Do you have any questions?

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for Unit 1 **only** on the board.

Say	
	Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board. (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in Unit 1.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	
	You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out is available at: http://avocet.pearson.com/PARCC/Home.

As students complete testing, assist them in logging out of TestNav.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the Unit Time is finished read the following "SAY" box.

Say	**Stop working. You have finished Unit 1.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the blue "End Section" button in the middle right of your screen.** (Pause.) **Select the green "Continue" button.** (Pause.) **Select the blue "Yes" button to exit the unit.** (Pause.) **In the top right hand corner of your screen, select the gray button next to your name and choose the option "Logout of TestNav."** (Pause.) **You should see the message "I want to exit this test and finish later." Select the blue "Save and Return Later" button.** (Pause.) **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- All students must be in Resumed status in PearsonAccess^{next} before the next unit begins. Please see the *PearsonAccess^{next} Online User Guide* for instructions how to resume students.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

If you are administering Unit 2 the same day as Unit 1, be sure to allow students to take a break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to Unit 2.

Mathematics EOY – Unit 2

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Say	**Today, you will take the Mathematics End-of-Year Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any electronic devices with you right now, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper (and Mathematics Reference Sheets, if applicable) and Student Testing Tickets. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 Plan, make sure the student receives the appropriate device.

If used regularly during instruction, distribute allowable Mathematics tools. Allowable tools differ by grade; refer to Section 3.4 for additional information.

Say	**Write your first and last name on each sheet of your scratch paper** (for grade 5 (if applicable): **and Mathematics Reference Sheets**)**.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the log in screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 2

Say	**Select the blue "Resume Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking Unit 2 of the Grade ___ Mathematics Test.** **Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **The Equation Editor is where you record your answers. It does not perform calculations. There are two types of Equation Editors:** **1. The Basic Equation Editor allows you to enter only math such as different types of numbers, math symbols, and letters used to represent numbers.** **2. The Open Response Equation Editor also allows you to enter text such as words and punctuation.** **If you do not know the answer to a question, you may flag it and go on. If you finish early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.** **You will have access to online tools to use during the test; for example, answer eliminator, flag item for review, text highlighter, line reader, magnifier,** (for grade 5: **Mathematics Reference Sheet**), **ruler, and protractor** (for grades 4 & 5)**.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. If you finish early, you may use the review screen at the end of the unit to check your work. After this unit, there will be time for you to complete a survey. Your feedback will help improve the PARCC tests. To get to the survey, select "Continue" and follow the steps. If you finish early, you may move on to the survey, but once you move on, you may not return to your test.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for Unit 2 **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in Unit 2.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out is available at: http://avocet.pearson.com/PARCC/Home.

As students complete testing, assist them in logging out of TestNav.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes left.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
After the end of unit time, students may have up to 10 minutes to complete the survey.

Say	**Stop working. You have finished Unit 2.** **You may now move on to finish the survey, if you have not already done so.** **Once you have completed the survey, raise your hand and I will instruct you to log out of the test. You will have 10 minutes to finish the survey.**

After 10 minutes,

Say	**Stop working. You have finished the survey.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the green "Submit Final Answers" button. If the button is not on the screen, select the blue "End Section" button. Then, select the green "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the green "Yes, Submit Final Answers" button. You will then see a message on the screen that says, "Logout complete. Thank you for using TestNav."** **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

Script for Administering the Grades 3-5 ELA/Literacy End-of-Year Assessment (EOY)

ELA/Literacy EOY – Unit 1

Test Administrators must make sure all testing devices are turned on and logged onto the www.parcc.testnav.com site (or follow your school/LEA instructions for accessing the Sign-In page). Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Say	**Today, you will take the English Language Arts/Literacy End-of-Year Assessment.** **You may not have any electronic devices at your desk, other than your testing device. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand.**

If a student raises his or her hand, collect the electronic device (or follow your school/LEA policy), and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (For Accessibility/Accommodations Purposes Only)

Say	**On your screen below the blue "Sign In" button is a link called "Click To Test Audio." Put on your headphones and select the link to make sure you can hear through your headphones and adjust the volume as needed. Once the test begins, the volume level cannot be changed.**

See below for a screenshot of the "Test Audio" function. Test Administrators should assist students with audio adjustments as needed.

Instructions for Logging In

Say	**Please sit quietly while I distribute Student Testing Tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper and Student Testing Tickets. Make sure students have pencils.

Say	**Write your first and last name on each sheet of your scratch paper.** (Pause.) **Now, look at your Student Testing Ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct Student Testing Ticket to the student. If you do not have the correct ticket, the student may NOT test at this time. A student cannot use a ticket that contains an incorrect name. Dismiss the student to see the School Test Coordinator, who will reschedule the assessment.

Say	**Now, enter your Username exactly as shown on your ticket.** (Pause.) **Next, enter the Password exactly as shown on your ticket.** (Pause.) **Now, select the blue "Sign In" button.** (Pause.) **You should see a "Welcome" screen. Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, close the browser, open a new browser window, and log the student back in.

Instructions for Administering Unit 1 of the ELA/Literacy EOY

Say	**Select the blue "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along.** **Today, you will be taking the Grade __ English Language Arts/Literacy Test.** **You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.** **To answer a question that asks you to pick one answer, select one answer from the answer choices.** **To answer a question that asks you to pick more than one answer, select your answers from the answer choices.** **If you do not know the answer to a question, you may flag it and go on. If you finish Unit 1 of the test early, you may review your answers and any questions you may have flagged in this unit ONLY.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **You will have access to online tools to use during the test; for example, answer eliminator, text highlighter, line reader, and magnifier.** **Some words or phrases will be underlined. If you see any underlined words or phrases, you can select the hyperlink to display a pop-up glossary that will provide you with the definition of the words or phrase. During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **If you finish early, you may use the review screen at the end of the unit to check your work. After this unit, there will be time for you to complete a survey. Your feedback will help improve the PARCC tests. To get to the survey, select "Continue" and follow the steps. If you finish early, you may move on to the survey, but once you move on, you may not return to your test.**

Read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix C**).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Entering the Seal Code and Starting the Test
Write the seal code for Unit 1 **only** on the board.

Say	**Scroll to the bottom of the screen for a box to enter a seal code. Enter the seal code exactly as shown on the board.** (Pause.) **Select the blue "Start Section" button.** (Pause.) **You should now be in Unit 1.**

Pause to make sure all students are in the correct unit. For students with accessibility features and accommodations, check their screens to verify that the correct accessibility features and accommodations appear.

Say	**You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** [Optional: If taking a classroom break] **After ___** (use your discretion) **minutes, we will take a stretch break. During the break you must cover or turn off your screen and remain quiet.** **You may begin working now.**

Write the starting time and stopping time in the timing box.

Actively proctor while students are testing. If you notice that a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work. If a student finishes early, follow the instructions at the end of this script for logging students out. A printable handout with instructions on how to log a student out of TestNav is available at: http://avocet.pearson.com/PARCC/Home.

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing.

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other**.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.
- Only one student is allowed to leave the testing room at a time for an individual restroom break.

If at any time during the unit a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.7 (Procedures for Safety Threats and Severe Weather) of this manual. **Follow the protocol in Section 6.8.1 Guidance for Troubleshooting Computer-Based Testing, as applicable, if any technology issues cause disruptions for the whole class.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes left.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

After the end of unit time, students may have up to 10 minutes to complete the survey.

Say	**Stop working. You have finished Unit 1.** **You may now move on to complete the survey, if you have not already done so.** **Once you have finished the survey, raise your hand and I will instruct you to log out of the test. You will have 10 minutes to finish the survey.**

After 10 minutes,

Say	**Stop working. You have finished the survey.** **Select the gray "Review" button at the top left corner of your test.** (Pause.) **From the review screen, select the green "Submit Final Answers" button. If the button is not on the screen, select the blue "End Section" button. Then, select the green "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the green "Yes, Submit Final Answers" button. You will then see a message on the screen that says, "Logout complete. Thank you for using TestNav."** **I will now collect your Student Testing Ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off and collect Student Testing Tickets and scratch paper.

- Make sure each student returns his or her Student Testing Ticket and scratch paper. If a student loses or destroys his or her Student Testing Ticket, contact your School Test Coordinator.
- Report any missing Student Testing Tickets to your School Test Coordinator.
- Return all test materials to your School Test Coordinator.
- If a student could not complete the unit (e.g., due to illness), follow the steps for logging the student out at the end of the unit. When a student returns for make-up testing, the test will automatically resume where the student left off.

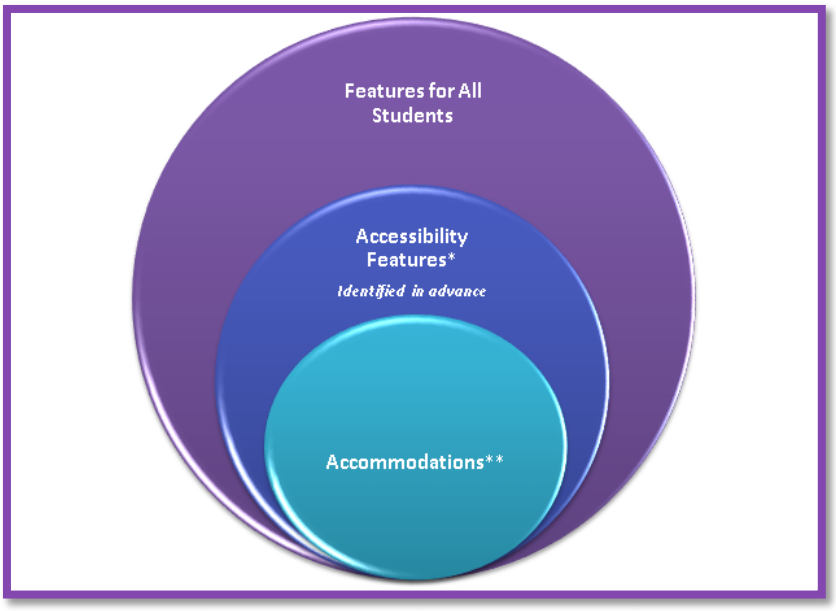
7.0 Accessibility Features and Accommodations

The *PARCC Accessibility Features and Accommodations Manual* is available online at: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual. General guidance on accessibility features and accommodations is provided here, but schools/LEAs must refer to the *PARCC Accessibility Features and Accommodations Manual* for full information about identifying and administering accessibility features and accommodations. The Manual available online at: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual.

7.1 Administering Accessibility Features and Accommodations

Through a combination of universal design principles and computer-embedded accessibility features, PARCC has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students. Although accommodations may still be needed for some students with disabilities and English learners (ELs) to assist in demonstrating what they know and can do, the computer-embedded accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diversity of students being assessed.

Figure 7.0 The PARCC Accessibility System



** Available to all participating students*
***For students with disabilities, English Learners, and English Learners with disabilities*

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the PARCC assessments. A small selection of **accessibility features** available to all students need to be **identified in advance**.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or ELs. Accommodations do not reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an IEP, 504 Plan, or if required by your state, an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or LEA.

All accessibility features and accommodations used on PARCC assessments should be generally consistent with those used in daily instruction.

For guidance on selection and administration of accessibility features and accommodations, refer to the *PARCC Accessibility Features and Accommodations Manual (3rd Edition)* available online at: http://parcc.pearson.com/.

7.2 Personal Needs Profile (PNP)

In order to individualize the testing experience and enhance access to the PARCC assessments for all students, an online Personal Needs Profile of each student's testing needs will be created before the assessments are administered. The purpose of the PNP is to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment. The PNP serves three functions:

- Capture pre-test information about accommodations and accessibility features that need to be identified in advance
- Indicate when embedded features in TestNav need to be enabled
- Communicate shipping needs (e.g., Braille, Large Print, etc.)

Any paper-based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the Student Registration File Import (e.g., Large Print, Braille with Tactile Graphics, Human Reader or Human Signer for ELA/Literacy Kits, Paper Test for Online Students, and Spanish Paper Mathematics Assessments).

The PNP should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

7.2.1 Process for Populating the PNP File

- For *students with disabilities*, the IEP team or 504 Coordinator will collect student information to populate the PNP.
- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the PNP for the student.
- For *English learners with disabilities*, the IEP team or 504 Coordinator (which includes an adult familiar with the language needs of the student) will make PNP decisions.
- For students *without* disabilities, and who are not English learners, PNP decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
  - Student (as appropriate)
  - Parent/guardian
  - Student's primary educator in the assessed content area(s)
  - Other individuals involved in the educational program of the student

An optional tool for educators to capture information about a student's accessibility features and accommodations can be found online here: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual. This tool can be used to capture the information needed to fill out a student's PNP.

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the PNP to PearsonAccess^{next} as described in the Personal Needs Profile Field Definitions document. The PNP file must be uploaded for both PBA and EOY.

7.3 Administration Guidance in the *PARCC Accessibility Features and Accommodations Manual*

The *PARCC Accessibility Features and Accommodations Manual* is available online at: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual.

7.3.1 Guidance for Human Readers, Scribes, and Extended Time

Test Administrators providing the human reader accommodation for English Language Arts/Literacy and accessibility feature for Mathematics must also refer to the following administration guidance in the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix B**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments
- **Appendices I and J**: Audio Guidelines for the ELA/Literacy and Mathematics Assessments, used to ensure consistency in how items are read

Test Administrators providing the human scribe must also refer to the following administration guidance in the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription

Test Administrators providing extended time accommodations must also refer to **Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation.

For information on students using assistive technologies on the PARCC assessments, administrative guidance will be posted and continually updated on the PARCC website here: http://parcconline.org/parcc-accessibility-features-and-accommodations-manual.

7.3.2 Special Accommodations Circumstances

For special circumstances regarding the administration of accommodations, refer to the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix F**: Unique Accommodation Request Form
- **Appendix G**: Emergency Accommodation Form
- **Appendix H**: Student Accommodation Refusal Form

For your convenience, these forms are available in **Appendix E** of this manual.

Unique Accommodations

Students may require additional accommodations that are not available in the *PARCC Accessibility Features and Accommodations Manual*. PARCC states will review requests for unique accommodations on an individual basis. Approval will be given ONLY IF the requested accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements).

All unique accommodations must be submitted for approval using a Unique Accommodations form available in **Appendix E** of this manual. All Unique Accommodation forms must be received by each PARCC state assessment office **at least six weeks before the PARCC assessment**. For additional information on where to submit your Unique Accommodations Forms, refer to **Appendix C** for additional information on your state's policy.

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the PARCC assessment window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given ONLY IF the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent must be notified that an emergency accommodation was provided. For additional information on where to submit your Emergency Accommodations Forms, refer to **Appendix C** for additional information on your state's policy.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, 504 Plan, or if required by your state, EL Plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 Plan, or if required by your state, EL Plan, may want to consider discussing this issue at the student's next meeting.

7.4 Guidelines for Transcribing Student Responses for Paper-Based Testing

Certain situations will require a student's responses to be transcribed to a standard, scorable Test Booklet. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet, or in an incorrect Test Booklet.
- A student takes the test using a special test format and answers must be transcribed (e.g., Large Print, Braille).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed at a later time.
- As an accommodation, a student records answers on blank paper, instead of on the required Test Booklet.
- A Test Booklet becomes unusable (e.g., torn, wrinkled).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

1. At least two persons must be present during any transcription of student responses. One of the persons will be a transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Your state may have additional guidelines. Refer to **Appendix C** for additional information on your state's policy.

2. The student's response must be transcribed verbatim into the Test Booklet. Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English. Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *PARCC Accessibility Features and Accommodations Manual* for guidance and an example. The student's original response in a Test Booklet should be returned with secure test materials. The LEA Test Coordinator or School Test Coordinator should write "DO NOT SCORE" or draw an "X" in large font on the front of the original Test Booklet or other document. Do not cover the barcode. Return them with nonscorable test materials.
3. Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the PARCC Assessments.
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely shredded.

7.5 Procedures for Transcribing Student Responses for Computer-Based Testing

Selected Response and Technology-Enhanced Items

For selected response and technology-enhanced items, student responses must be entered into TestNav during the test session by the Test Administrator. Once the student reaches the end of the unit with all Selected Response and Technology Enhanced Items completed, the Test Administrator should have the student **EXIT** the test but **NOT** submit the test.

Constructed Response Items

During administration of computer-based PARCC assessments, students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator before the online testing window closes. In these situations, the following steps must be followed.

- As the student encounters constructed responses, he or she should use his or her device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.
- Once the student reaches the end of the unit, the Test Administrator should have the student **EXIT** the test but **NOT** submit the test.
- The Test Administrator must set the test to Resumed status within PearsonAccess^{next}. Refer to the *PearsonAccess^{next} Online User Guide* for instructions on how to resume students.
- The Test Coordinator must **unlock ALL sections through PearsonAccess^{next}** for a scribe to go back in and transcribe student responses.
- Once the test has been unlocked, the Test Administrator must log into TestNav as the student and navigate to the items for transcription.
- At least two persons must be present during any transcription of student responses. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Your state may have additional guidelines. Refer to **Appendix C** for additional information on your state's policy.
- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the online form of the PARCC Assessments.
- The student's responses must be transcribed **verbatim** into TestNav.

- Once all items have been transcribed, the Test Administrator will submit the test.
- After transcription is complete, all original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely shredded.

Appendix A
Glossary of
PARCC-Specific Terminology

Glossary of PARCC-Specific Terminology

This glossary contains PARCC-specific terms. The manual covers PARCC policies, there are state-specific policies in **Appendix C**. For issues not addressed in **Appendix C**, contact your State Assessment Office.

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 Plan, or EL Plan. For more information on PARCC accommodations, go to: http://parcc.pearson.com/.
Accessibility Features	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by any student taking the PARCC assessments. A small selection of accessibility features available to all students need to be identified in advance.
Administration Time	Administration Time is the total time schools should schedule for each unit, including the Unit Testing Time and the approximate times shown in Table 1.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
Educators	All education professionals and paraprofessionals working in participating schools (as defined in this document), including principals or other heads of a school, teachers, other professional instructional staff (e.g., staff involved in curriculum development, staff development, or operating library, media and computer centers), pupil support services staff (e.g., guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g., assistant principals, discipline specialists), and paraprofessionals (e.g., assistant teachers, instructional aides).
IEP, 504 Plan, or EL Plan	IEP refers to Individualized Education Program. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 Plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An EL Plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Local Education Agency (LEA)	Commonly referred to as a school district, an LEA oversees local schools.
LEA Test Coordinator	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.

Term	Definition
PearsonAccess[next]	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the PARCC assessments. PearsonAccess[next] requires username and password setup. More information about setup and operation for the PARCC assessments is available in the *PearsonAccess[next] Online User Guide*.
Personal Needs Profile (PNP)	The Personal Needs Profile (PNP) is a collection of student information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment.
Principal or Designee	An individual at the school level who may serve as a School Test Coordinator and is responsible for the overall coordination of test administration.
Proctor	An individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator.
School Test Coordinator	The one individual at the school level responsible for the overall coordination of test administration.
Section	A portion of a Mathematics unit – calculator section and non-calculator section.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to Test Booklets. For both the paper-based and computer-based administrations, secure materials also refer to Mathematics Reference Sheets written on by students and scratch paper written on by students.
Security Agreement	An agreement read, acknowledged, and signed by all staff involved in the administration, handling, and/or distribution/coordination of the PARCC assessment (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, and Proctors). Schools and LEAs must maintain electronic copies of all signed Security Agreements. Schools and LEAs may also choose to retain physical copies of Security Agreements although they are not required. Refer to **Appendix C** to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.
Security Breaches	Any action that compromises test security or score validity.
Session	A session includes all of the units for a subject and may be scheduled across one or more days. Sessions are scheduled by subject and the group of students testing that subject together (as set up in PearsonAccess[next] for computer-based testing).
Storage Area	A locked location with limited access where materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked.
Test Administrator	An individual at the school ultimately responsible for administering the assessment.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
Testing Irregularity	An instance or activity during testing that affects the integrity or security of the PARCC assessment and must be reported to the principal or designee immediately. Examples of testing irregularities are outlined in Section 2.5.2.
TestNav	The browser-based application used to administer the computer-based PARCC assessment. http://PARCC.testnav.com.

Term	Definition
Unit	Each subject (or session) of the PARCC assessments is comprised of units. Figure 1.0 in Section 1.2 maps an example of the PBA and EOY administrations. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 1.5.2 of this manual provide unit details.
Unit Testing Time	Unit Testing Time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.

Appendix B

Security Agreement

2014–2015 PARCC Assessment
Security Agreement

The content of the PARCC assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the PARCC assessment or have access to test materials, including technology coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions including (but not limited to) score invalidation or employment and licensure consequences.

For School Test Coordinators

- I will establish and carry out a PARCC security plan.
- I will provide training in PARCC's test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure test materials, and I will keep all test materials locked in a secure storage area with limited access when they are **not** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual* (TCM).

For School Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns (as specified in the TCM and *Test Administrator Manual* [TAM]).
- I will follow the procedures as specified in the TCM and TAM regarding the disposition of all test materials.

For Test Administrators and Proctors

- I will complete training necessary to understand PARCC's test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will not leave them unattended.
- I will prepare the testing room so that no student can view another student's test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
  - Not allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - Not allow students to access cell phones or other unapproved electronic devices during testing.
  - Not allow students to access notes, books, or any instructional materials during testing.
  - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all test materials, including scratch paper, as specified in the TAM and by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the TAM.

I have read the PARCC Security Agreement and understand my role in this test administration.

_____ _____

First Name (print) Last Name (print)

Role

❑ School Test Coordinator ❑ Technology Coordinator ❑ Test Administrator ❑ Proctor ❑ Other: _____

_____ _____

Signature Date

Submit this form (signed) to your School Test Coordinator, and keep a copy for your records.

The signed agreement must be maintained by the school at least three years, unless otherwise directed by your state policy.

Appendix C
State Policy Addendum

Note: This appendix will provide state specific information for states participating in the Spring 2015 Administration. Those states are: Arkansas, Colorado, District of Columbia, Illinois, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island.

If a state specific policy is not provided for a particular issue, follow the protocols as outlined in this manual. Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

If you have a state-specific question, contact your state.

Arkansas

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
501-682-4558	PARCC@Arkansas.gov	501-682-4886

Issue	TCM Section	State Policy
Testing Windows	Important Dates	PBA: March 9 – April 10, 2015 *No testing March 23 – 27 (uniform spring break) EOY: April 27 – May 22, 2015 Specific paper-based testing administration dates can be found on the Arkansas Department of Education website.
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors (paraprofessionals) do not need to be certified education professionals but must be trained in test security, administration policies, and procedures. • Proctors (paraprofessionals) may not administer the test or handle secure materials.
State-specific Requirements for Completing Student Registration Data Import	5.2	State will complete Student Registration Data Import
State-specific Procedures for Safety Threats and Severe Weather	2.9	The District Test Coordinator must call the ADE Office of Student Assessment to report the incident as soon as possible. Specific directions for test administration may be provided at that time. The DTC must contact the ADE when testing is resumed. A more detailed report should be submitted to the ADE after testing has concluded.
State-specific Policies for Observation Visits	4.2	• State Assessment Office may conduct observation visits. • Representatives from the ADE will visit schools to monitor testing to ensure that standardized testing procedures are being followed. • District may conduct observation visits. • Principal may conduct observation visits • Parcc Inc. may conduct observation visits, but must be arranged through state and district prior to observation.

Issue	TCM Section	State Policy
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	The PARCC Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for English Language Arts/Literacy Assessments Form (**Appendix D**) is optional.
State-specific Steps for Unique and Emergency Accommodations	7.3	School districts must submit the completed PARCC Unique Accommodations Request Form (**Appendix F** on the Accessibility Features and Accommodations Manual webpage) to the Office of Student Assessment for approval at least three weeks prior to the assessment administration. The Use of an Emergency Accommodation on a PARCC Assessment Form (**Appendix G**) should be completed and provided to the ADE prior to testing.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	School Test Coordinator calls District Test Coordinator immediately upon discovering testing irregularity/ security breach. District Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits *Form to Report a Testing Irregularity or Security Breach*, (**Appendix D** of the *Test Coordinator Manual*) to District Test Coordinator within two school days. The District Test Coordinator submits the form to the state within 2 days.
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security agreements (electronic or physical) must be maintained by the school for three years or longer per district policy or auditor requirements. A copy (either paper or electronic) of each form must be submitted to the District Test Coordinator. While not required, individuals may also maintain a copy of these forms for their records.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	If student misconduct requires dismissal from the testing environment, collect and secure the student's test materials. The School Test Coordinator should contact the District Test Coordinator who will then contact the Office of Student Assessment to report the situation.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the district and then distributed to schools. Each School Test Coordinator must return test materials to the district. The District Test Coordinator must contact UPS directly to schedule "Return Service" pickup. Materials shall remain in a secure district location until picked up.
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	School calls District Test Coordinator immediately upon discovering missing, damaged, and/or contaminated materials. The school submits *Form to Report Contaminated, Damaged, or Missing Materials* (**Appendix E** of the *PARCC Test Coordinator Manual*) to District Test Coordinator. District Test Coordinator contacts the Office of Student Assessment to report the missing, damaged, and/or contaminated materials.

Issue	TCM Section	State Policy
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below).
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Translation Policy	7.1	Only English-language tests may be administered. Student responses in any language other than English will not be scored.
State-specific Steps for Submitting Post-Certification Forms	6.26	Post-Test Certification Form is available in **Appendix F** of the *Test Coordinator Manual*. Please complete this form and send to the Arkansas Office of Student Assessment.

Colorado

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
(303) 866-6849	Boyd_s@cde.state.co.us	(303) 866-6680

Issue	TCM Section	State Policy
Testing Windows	Important Dates	PBA: 3/9/15-4/3/15 EOY: 4/27/15-5/22/15 If your district was approved for an early testing window, these dates may be slightly different.
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• School Test Coordinators do not need to be certified education professionals. (STCs do need to be district/school employees). • Test Administrators must be education professionals employed by the district/school. • Substitutes may be TAs if they are certified teachers and trained. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive appropriate training prior to administration.
State-specific Requirements for Completing Student Registration Data Import	5.2	The state will upload grades 3–11 ELA and 3–7 Math. Districts will need to upload all math assignments for 8th graders and high school math.
State-specific Procedures for Safety Threats and Severe Weather	2.9	Procedures are the same as for science and social studies.
State-specific Policies for Observation Visits	4.2	• CDE may conduct observation visits. • DAC/or representative may conduct observation visits. • Principal may conduct observation visits. • Parcc, Inc. and/or state sanctioned representatives may conduct observation visits, if state and DAC notified in advance.

Issue	TCM Section	State Policy
State-specific Procedures for Accessibility and Accommodations	1.5 5.3 5.14 7.0	Supervised accesses to test materials in advance of testing only for Translation and Human Reader (oral presentation): Test Administrators may have supervised access and will need to follow chain of custody procedures to check materials out and in each day. This time with the materials is to ensure that the Test Administrator understands what can be read to the student using the audio guidelines found in the current *PARCC Accessibility Features and Accommodations Manual*: http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual. Extended Time accommodations must be in a separate location from regular administrations. State law does not allow for the exemption of first year ELs.
State-specific Steps for Unique and Emergency Accommodations	7.3	For request of all accommodations that create a notation on the parent report, DAC must submit Unique Accommodation form for approval by December 15. Unique accommodation documentation must be submitted to CDE no later than December 15. Emergency Accommodation Forms should be kept at the school or district level for three years. If the emergency accommodation requires the student to change from online to paper administration mode, then notify CDE. Administration mode cannot be changed once testing has started.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	• School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. • LEA Test Coordinator contacts the state immediately upon receiving call. • The School Test Coordinator submits Testing Irregularity/Security Breach form, online within two school days. Contact DAC immediately with testing irregularities, included misadministrations, security breaches, and technology glitches that may require tests to be invalidated.
State-specific Steps for Submitting Security Forms	2.2	Individual security forms will be held at the school or district for 3 years. The district will submit a Training Verification form to CDE indicating all staff have been trained. Online submission of the following forms through PearsonAccess^{next}: Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form

Issue	TCM Section	State Policy
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed agreements (electronic or physical) must be maintained by the school or district for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA. The LEA certifies to CDE that all staff have been trained.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Disruptive students should be removed from the testing environment following your school policy. Disciplinary action is the decision of the school/district. Notify DAC (LEA Coordinator) to determine next steps. If the possibility of invalidation or misadministration exists, contact Stephanie Boyd.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the District (LEA) and then distributed to schools. Each School Test Coordinator must return test materials to the district. Once the materials are checked-in by the district, the DAC must contact UPS directly to schedule "Return Service" pickup (remember only ship one school in a box). All paper-based test materials must be returned within one week of the end of your school testing window.
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	School calls DAC immediately upon discovering missing, damaged and/or contaminated materials. For missing materials the DAC contacts the state. The school submits Missing/Damaged/Contaminated Materials form, available in **Appendix E** of the *Test Coordinator Manual*, to LEA Test Coordinator. After an investigation into the missing materials, the LEA Test Coordinator contacts state and submits the form online.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below). • After student has finished, the student may leave the testing room.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books (subject matter of recreational books must be unrelated to content being assessed). • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed). Not allowed: Electronic devices, including computer, nook, kindle, iPad, or phone.

Issue	TCM Section	State Policy
State-specific Translation Policy	7.1	Onsite translator must be fluent in oral and written English and translation language, and be proficient in content area. Under the supervision of the STC or DAC, a translator (for languages other than Spanish) may have access to the test two days prior to testing, following the above State-Specific Procedures for Accessibility and Accommodation.
State-specific Steps for Submitting Post-Certification Forms	6.26	Within two weeks of completing each administration (both PBA and EOY), the PARCC Post-Test Certification form is submitted online.
Additional State Considerations		For questions about assessment in special circumstances follow the directions in section 4 of the CMAS Science and Social Studies Procedures Manual.

District of Columbia

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

ATTENTION: All DC personnel involved in PARCC administration should refer to the OSSE website for important additional policies and guidance for the administration of the PARCC and other Districtwide Assessments. Documents will be posted here: http://osse.dc.gov/service/districtwide-assessments-sy-2014-15-policy-handbook-and-guidelines.

PARCC State Contact
For questions about PARCC and state policies, contact your state's assessment office.

Telephone	Email	Fax
202-535-2651	osse.assessment@dc.gov	202-727-2019

Issue	TCM Section	State Policy
Testing Windows		Spring 2015: PBA 3/2–5/8, EOY 4/13–6/5
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• All authorized personnel involved in PARCC are subject to all requirements, duties and sanctions in the DC Testing Integrity Act and associated regulations. • Local education agency (LEA) Test Coordinators are responsible for the duties of the Test Integrity Coordinator as per the Testing Integrity Act. They must complete test integrity training developed by OSSE and sign the OSSE Testing Integrity and Security Agreement. • School Test Coordinators are responsible for the duties of the Test Monitors as per the Testing Integrity Act. They must complete test integrity training developed by OSSE and sign the OSSE Testing Integrity and Security Agreement. • Test Administrators must be professional employees of District of Columbia Public Schools or a DC public charter school, and must not have been sanctioned for test integrity violations in the previous year. • Proctors do not need to be school personnel, but all proctors must be trained in test administration procedures by authorized LEA personnel, adhere to the Testing Integrity Act requirements for authorized personnel and work under the direction of a Test Administrator. • Proctors may administer accommodations, if they receive training prior to administration and are under the supervision of a Test Administrator.
State-specific Requirements for Completing Student Registration Data Import	5.2	The Office of the State Superintendent of Education (OSSE) will upload the initial Student Registration Import. LEAs are responsible for the accuracy of the student registration data and will have opportunities to edit and verify registrations. There may also be requests for pre-registration data collection on course-based testing.

Issue	TCM Section	State Policy
State-specific Requirements for Make-Up Testing	1.5	Students with a documented and valid medical emergency will receive a medical exemption. Schools may schedule make-up tests for different grade levels/subject areas at the same time and in the same room. In this case, special attention must be paid to variations in unit testing times and administration scripts.
State-specific Policies for Observation Visits	4.2	• Observers from the school, LEA, sector representatives or OSSE may conduct visits. • Observation visits without prior notice from OSSE to monitor compliance with the Test Integrity Act and Testing Security Guidelines may include the following processes: adherence to LEA test plans, test administration, test environment, handling and distribution of test materials before, during and after testing, collection of scorable test materials, and test materials packaging and shipment. • Parcc Inc. staff may conduct informational observation visits; this must be arranged through OSSE and the LEA prior to observation.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	Further guidance and resources on Accessibility and Accommodations in DC is available at http://osse.dc.gov/service/testing-accommodations.
State-specific Steps for Unique and Emergency Accommodations	7.3	Requests for nonstandard accommodations must be considered and approved by OSSE prior to use on statewide assessments. Standard accommodations should be considered prior to requesting a nonstandard accommodation. Nonstandard accommodations requests must: • Be individualized for each student. • Be based on a student need as documented on the student's current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window. • Be submitted annually. • Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director. • Be received by OSSE no later than February 13, 2015.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously by calling 202-741-5991 or via email to osse.assessments@dc.gov. LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE immediately, and should submit a written report of a breach or irregularity within 24 hours.

Issue	TCM Section	State Policy
State-specific Steps for Submitting Security Forms	2.2	**ATTENTION:** All authorized personnel must complete Testing Integrity And Security Agreements provided by OSSE, **NOT** PARCC security agreements. Individuals fulfilling the roles of Test Monitors and Test Integrity Coordinators must complete within 10 days and submit to OSSE within 15 days Testing Integrity Affidavits, **NOT** PARCC post-test certification forms. Security breach and testing irregularity forms, and missing/damaged materials forms may be submitted directly to OSSE via email. A copy (electronic or physical) of all Testing Integrity And Security Agreements must be submitted to the LEA Test Coordinator and made available to OSSE or OSSE's designee upon request. LEAs must submit signed Test Integrity Affidavits to OSSE within 15 days after testing, as per the Testing Integrity Act. Individuals may also maintain a copy of these documents for their records.
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	It is required for the purposes of any future monitoring or investigation that LEAs maintain (in electronic or physical form) the following documents: • All test irregularity and security breach reports and any investigation documentation, • LEA Test Security Plans, • Signed Test Integrity and Security Agreements, • Signed Test Integrity Affidavits, and • Test Materials Chain of Custody documentation It is highly recommended that the above materials be maintained for a period of four years following a test administration, along with any other documentation related to Test Integrity, including: • LEA Action Plans and Corrective Action Plans, • Inventory, shipping and receiving documents, and • Verification letters
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	If a student is disruptive during testing, School Test Coordinators may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time.
State-specific Requirements for Maintaining Test Materials	3.1 5.14	All secure test materials should be handled according to the DC Testing Integrity Act. This includes individual sign in and out of all secure test materials using chain of custody forms.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact the vendor-designated shipper directly to schedule "Return Service" pickup.

Issue	TCM Section	State Policy
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	DC Schools should follow procedures in the PARCC manuals and any LEA procedures where applicable to collect missing, damaged and/or contaminated materials, while following all secure materials procedures in the DC Testing Integrity Act.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	If students complete and submit their tests before unit testing time is complete, schools or LEAs may choose from options below: • After student has checked and submitted his or her work, the Test Administrator dismisses the student, and/or • After student has checked and submitted his or her work, the student may sit quietly and use allowable materials below
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	No materials in the testing environment before or after testing should compromise test validity and integrity. Recommended allowable materials include: • Recreational books (subject matter of recreational books to be unrelated to content being assessed). • Pens or colored pencils and blank paper. Test materials must be collected by Test Administrator prior to student having the above materials. Any paper used after testing should be collected by the Test Administrator before students leave the testing environment.
Additional State Considerations		LEA and School Test Coordinators should refer to the DC Testing Integrity Act for required test security procedures, as well as directions on OSSE forms. All DC personnel involved in PARCC administration should refer to the OSSE website for important additional policies and guidance for the administration of the PARCC and other Districtwide Assessments. Documents will be posted here: http://osse.dc.gov/service/districtwide-assessments-sy-2014-15-policy-handbook-and-guidelines. Additional requirements include, but are not limited to: • Maintain and submit an LEA Test Security Plan to OSSE no later than 90 calendar days before the first day of testing. File with OSSE within 15 calendar days after the conclusion of each test administration signed Test Integrity Affidavits from all LEA and school test coordinators.

Illinois

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
866-317-6034	parcc@isbe.net	217-782-6097

Issue	TCM Section	State Policy
Testing Windows	Important Dates	District/School Start Date on or before Sept. 1 – **PBA:** March 9, 2015 to April 3, 2015 District/School Start Date on or before Sept. 1 – **EOY:** April 27, 2015 to May 22, 2015 District/School Start Date after Sept. 1 – **PBA:** March 16, 2015 to April 10, 2015 District/School Start Date after Sept. 1 – **EOY:** May 4, 2015 to May 29, 2015 Spring Block Administration **PBA:** April 13, 2015 – May 1, 2015 **EOY:** May 4, 2015 – May 22, 2015 **Note:** Paper/Pencil administration should occur during the first two weeks of each designated testing window.
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	In general, individuals holding an active Professional Educator License or an Educator License with stipulations endorsed as a provisional educator may administer PARCC. Below are three specific circumstances that deviate slightly from the general rule. For a detailed explanation of school staff who may administer the PARCC assessments, please refer to the document posted at the ISBE Web site. 1. Paraprofessionals who hold an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant-line-of-sight supervision of a licensed educator may administer PARCC. A licensed educator hired as a paraprofessional also has to be under constant-line-of-sight supervision. 2. Substitute teachers who hold a Substitute Teaching License hired by the district to substitute teach in place of a teacher may administer PARCC. 3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule: a. The parent's presence is required as part of the student's IEP or Section 504 Plan. b. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom. 4. Technology staff (without an Educator License) may not serve as Test Administrators in charge of administering PARCC test sessions. However, they may serve as Proctors who assist the Test Administrators.

Issue	TCM Section	State Policy
State-specific Requirements for Completing Student Registration Data Import	5.2	The Illinois State Board of Education will prepare and upload the Student Registration File on behalf of schools and districts. Districts must enroll students in SIS and include course assignment information.
State-specific Steps for Unique and Emergency Accommodations	7.3	Unique Accommodations: District staff should complete the form in **Appendix F** in the *PARCC Accessibility Features and Accommodations Manual*. Send the form to the state following the required timeline. Please send the completed form to: Illinois State Board of Education, Student Assessment Division, Unique Accommodations Request, 100 N. First Street, Springfield, IL 62777, or fax to: 217-782-6097. Emergency Accommodations: District staff should complete the form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual*. Retain the form in the student's file.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	If your school district experiences a testing irregularity or security breach, please contact the Student Assessment Division (1-866-317-6034) at the Illinois State Board of Education.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Test administrators, School Test Coordinators, and school administrators may use their discretion when removing students from a test section for behavior that is disruptive to the testing environment for other students. The District Test Coordinator should be contacted and in conjunction with the school staff and decide how to proceed with testing. The student may be given a chance to complete the unfinished testing time, or it may be decided to end testing for that student. Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.
State-specific Requirements for Maintaining Test Materials	3.1 5.14	The District Test Coordinator has the authority to determine day of testing administrative protocols. Secure materials may be unpacked one calendar week prior to testing. It is the responsibility of the district to maintain any secure materials in a secured environment throughout the testing window.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools (except Chicago Public Schools). Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup. For Chicago Public Schools, test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.

Issue	TCM Section	State Policy
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below)
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books (subject matter of recreational books must be unrelated to content being assessed). • Textbooks for subjects other than the one being tested. • Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed). • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed). • Pens or colored pencils.
State-specific Translation Policy	7.1	Spanish translations are available for the Mathematics assessments. Directions and reporting shells will be available in 10 languages.
State-specific Steps for Submitting Post-Certification forms	6.26	Please complete the Post-Test Certification Form and retain this form with the signed PARCC Assessment Security Agreements.

Issue	TCM Section	State Policy
Additional State Considerations		Fifteen-year-old grade 8 students with disabilities (with IEP) – The following policy for testing pertains to 105 ILCS 5/14-6.01 of the school code. Fifteen-year-old grade 8 students with disabilities by law become accountable to the high schools. High schools are financially responsible for the student as well as for the educational program of the student. The law only pertains to elementary districts that feed into separate high school districts. It does not pertain to unit districts. In response to questions from school districts regarding testing accountability, the following should occur for those students, who are 15 years old, in grade 8, attend an elementary district, and have an IEP: • The student should be enrolled in grade 9 in the high school district with the serving school as the grade 8 placement. • It is very likely the student would not meet the course requirements for high school assessments. • It is recommended that an IEP meeting be called to make these changes. **Chicago District 299 Schools –** Test materials will be packaged by school and sent directly to the Chicago School Test Coordinator **Home-Schooled Students and Private/Parochial School Students –** Students who are full-time home-schooled or full-time at a private school are not eligible to take any state tests. Some students may be partially home-schooled or attend some courses at a private school. In these cases, the students take the state assessment only for the subject(s) for which they are receiving instruction in the public school (reading and mathematics).

Maryland

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
410-767-0083	parcc.msde@maryland.gov	410-333-0052

Issue	TCM Section	State Policy
Testing Windows	Important Dates	Each LEA will designate a 20 consecutive school day testing window that will apply to all of the schools in that district. Schools can use all 20 days to administer online tests. LEAs will also designate 10 consecutive days, within the 20 consecutive days selected, as the paper testing window that will apply to all schools in that district. Schools can use all 10 of those days to administer paper tests School system breaks, holidays, or inclement weather during the window will not impact the consecutive 20/10 day window It is the intent that all primary and make-up testing occur within the 10/20 day windows. With that said, only in exceptional situations may a local consider testing outside the 10/20 day window AND only if the testing occurs within the PARCC/vendor approved testing window. PBA (Paper) – Mar. 2 – Apr. 24 PBA (Online) – Mar. 2 – May 8 EOY (Paper) – Apr. 20 – May 15 EOY (Online) – Apr. 20 – June 5 LEA 24 schools will adhere to the Testing Windows on the Special Placement Calendar.

Issue	TCM Section	State Policy
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	School Test Coordinators must be certified education professionals including: • State-certified academic classroom teachers • Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs • State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education • State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators ***(other than the Principal)*** Principals cannot serve as School Test Coordinators unless a "Request for a Waiver to the Eligibility Requirements for School Test Coordinator" has been submitted to and approved by MSDE. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Requirements for Completing Student Registration Data Import	5.2	District/LEA will compile and submit, except for LEA 24 schools, who will submit at the school level.
State-specific Requirements for Make-Up Testing	1.5	Make-up units (BOTH PAPER AND ONLINE) can be administered out-of-order (i.e., If students are absent for a unit, they can join their original testing group for the next unit and do the make – up on a subsequent date.) Different grade level or course make-up tests **for a specific content** can be administered at the same time in the same room. Special attention must be paid to unit testing time and teacher direction variations between grade levels.
State-specific Procedures for Safety Threats and Severe Weather	2.9	MSDE must be contacted immediately if a testing disruption occurs that may require a modification of the testing window or threatens a school's ability to complete testing for any students.

Issue	TCM Section	State Policy
State-specific Policies for Observation Visits	4.2	MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign Security Agreement form as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Curriculum, Assessment, and Accountability giving authorization to monitor testing. LEAs that permit central office personnel to make observations during PARCC testing must train personnel involved on proper test security procedures and have all personnel sign a Security Agreement. Parcc Inc. may conduct observation visits. If a Parcc Inc. representative is coming to Maryland to observe, the representative must contact MSDE in order to obtain a letter of introduction from the Maryland State Superintendent of Schools.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	The maximum administration size for test groups receiving the human reader accommodation for English Language Arts/Literacy or accessibility feature for mathematics must not exceed five students. Students must receive a human reader in the same manner during instruction in order to be tested with a read aloud during assessment.
State-specific Steps for Unique and Emergency Accommodations	7.3	Unique Accommodations Forms must be submitted to Trinell Bowman six weeks before the PARCC assessment begins. Please check the state testing calendar for due dates. (For LEA 24 schools, the form is completed and forwarded to the student's home LEA at least 3 weeks prior to the MSDE due date for submission.) Emergency Accommodations are approved by the LAC at the district level based upon the examples included in the form. All other emergency accommodations that not reflected in the PARCC emergency accommodation form will require state approval.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	The School Test Coordinator must call the LAC immediately upon discovering a testing irregularity/ security breach. The LAC determines whether the incident must be reported to MSDE immediately by contacting the State Test Security Officer or whether the incident can be reported using the Form to Report a Testing Irregularity or Security Breach, available in **Appendix D** of the *Test Coordinator Manual*. The School Test Coordinator submits all Forms to Report a Testing Irregularity or Security Breach to the LAC within two school days. The LAC submits the forms to the state along with the Testing Incident Report Form.

Issue	TCM Section	State Policy
State-specific Requirements for Archiving Security Agreements	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or paper) must be maintained by the district and/or the school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the District office. Individuals may also maintain a copy of these forms for their records. The School Test Coordinator completes forms including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Test administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students. The LAC should be contacted and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time or it may be decided to end testing for those students. Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.
State-specific Requirements for Maintaining Test Materials	3.1 5.14	Schools may open test materials, including shrink-wrapping, starting the day the materials arrive in schools. Schools may apply student Pre-ID labels either before or after testing. The LAC may require additional procedures for maintaining and processing testing materials.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact K2 Logistics directly to schedule "Return Service" pickup by the designated date unless directed otherwise by the LAC. Maryland Pickup Instructions should include: • The School Test Coordinator must contact K2 Logistics at 888-886-0780 before 4:00 PM EST 48 hours in advance of requested pickup day. • Provide LEA & School # • Provide box count for Scorable & Nonscorable • Provide pickup hours
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the state. The school submits the Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to the LAC.

Issue	TCM Section	State Policy
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	LACs can set the policy for all schools in their districts or leave the decision to individual schools. The options are listed below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books • Pamphlets, magazines, or periodicals
State-specific Translation Policy	7.1	Because the use of the Spanish mathematics test form is new for the state of Maryland, MSDE has elected NOT to use the Spanish translation forms for the spring 2015 administration. The forms will be introduced when the policy and procedures around the best usage of this new accommodation have been implemented.
Home Schooled and Home and Hospital Testing		Maryland Schools will follow the same procedures testing Home Schooled and Home and Hospital students for PARCC as they do for the other Maryland state testing programs. Regarding Home Schooled Testers - Refer to Section 1, Page 15 in the HSA TACM or to Section 1, pages 19-20 in the MSA Science TACM Regarding Home and Hospital Testers - Refer to Section 1, Page 16 in the HSA TACM or to Section 1, page 20 in the MSA Science TACM
Scorable/Non-Scorable Paper Test Booklets and Online Test Submissions		**PAPER** SCORABLE - If a student sits for any part of any unit in a test administration (PBA or EOY), that student's Test Booklet must be submitted as scorable. NON-SCORABLE – All Test Booklets that have not been used for testing or have been transcribed (i.e., Large Print) onto other Test Booklets, must be submitted as non-scorable. **ONLINE** MARKED COMPLETE - If a student sits for any part of any unit in a test administration (PBA or EOY), that student's online test must be marked complete.

Issue	TCM Section	State Policy
Less Than Complete Paper and Online Test Administrations		STCs must record the names (and Test Booklet secure barcodes for paper tests) of all students who sit for less than the entire testing time of any unit in a test administration and whose paper test materials are submitted as scorable or online test is marked complete. The reasons the students sat for less than the entire testing time must also be documented. This information must be made available to the LAC. REASON(S) STUDENT(S) SAT FOR LESS THAN THE ENTIRE TESTING TIME FOR EITHER THE PBA OR EOY • Absent • EL Testing Time Exception • School oversight or misadministration • Sickness during testing • Disruptive behavior during testing • Caught cheating or using unauthorized electronics during testing • Medical waiver • Refusal • Other

Massachusetts

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
781-338-3625	parcc@doe.mass.edu	781-338-3630

Issue	TCM Section	State Policy
Testing Windows	Important Dates	**PARCC PBA** • Test sessions for schools doing **CBT**: March 16–April 10 • Test sessions for schools doing **PBT**: March 23–April 3 • (Schools closed in observance of Good Friday that are doing paper-based testing may administer PARCC PBA test sessions through Monday, April 6. Schools closed in observance of Good Friday that are doing computer-based testing may administer PARCC PBA test sessions through Monday, April 13.) **PARCC EOY** • Test sessions for schools doing **CBT**: May 4–29 • Test sessions for schools doing **PBT**: May 11–22
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors	1.4 5.1 6.1	• School Test Coordinators, Test Administrators, and Proctors must be employed by the school or district. • School Test Coordinators are not required to be certified education professionals. • Test Administrators must be education professionals. • Proctors are not required to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the direct supervision of the Test Administrator.
State-specific Requirements for Completing Student Registration Data Import	5.2	The Department of Elementary and Secondary Education is assisting schools and districts by completing part of the Student Registration Data Import. Refer to the Department's website at http://www.doe.mass.edu/parcc for the steps that schools and districts must complete.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
Applying Student ID Labels for Paper-based Testing	6.17	The Department recommends that schools apply labels to booklets before testing.

Issue	TCM Section	State Policy
State-specific Policies for Observation Visits	4.2	• The Department may conduct observation visits. • LEA may conduct observation visits. • Principal or School Test Coordinator may conduct observation visits. • School Technology Coordinator may conduct observation visits. • Parcc, Inc. may conduct observation visits.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	Refer to the Department's website at www.doe.mass.edu/parcc for the document, "Overview of PARCC Accommodations and Accessibility for Students with Disabilities and English Language Learners (ELLs)." In particular, take note of the accommodations that are not available on PARCC that had been available on MCAS. Note that Massachusetts does not require EL plans for students who are English language learners. Nevertheless, English learners remain eligible for all EL accommodations listed in the *PARCC Accessibility Features and Accommodations Manual*.
State-specific Steps for Unique and Emergency Accommodations	7.3	If a student with a disability or an English learner requires an accommodation (i.e., a "unique accommodation") that is not listed in the *PARCC Accessibility Features and Accommodations Manual*, or that is required due to a recently occurring disability or illness, the school may request approval for use of the accommodation using the appropriate request form found in **Appendix G** of the Test Coordinator Manual. To request approval of a unique or emergency accommodation, the appropriate completed form must be submitted to the Department at parcc@doe.mass.edu or by fax at 781-338-3630 at least two weeks prior to testing. If approved by the Department, the accommodation must be listed in the IEP or 504 Plan of a student with a disability.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	The School Test Coordinator must call the PARCC state contact immediately after discovering a security breach or testing irregularity, including instances of a contaminated test booklet or torn or damaged test booklets for paper-based testing. The School Test Coordinator must then follow instructions from the PARCC state contact, which may include submitting the Testing Irregularity/Security Breach form, available in **Appendix D**, to the PARCC state contact within two school days. The School Test Coordinator must also keep the LEA informed.
State-specific Steps for Submitting Security Forms	2.2	All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess^{next} (located on the Support page).

Issue	TCM Section	State Policy
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or physical), including the security agreements, must be maintained by the school for three years. While not required, individuals may also maintain a copy for their records. The school must also keep on file documents showing that all staff involved in the testing have been sufficiently trained, including copies of sign-in sheets, training dates, and any make-up training.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Contact the Department if there is a question about whether to dismiss a student.
State-specific Requirements for Maintaining Test Materials	3.1 5.14	No Massachusetts-specific language
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials. • After student has checked his or her work, the student must sit quietly until the session has ended.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Translation Policy	7.1	In spring 2015, Spanish-speaking ELL students in grades 9 and 11 who have been enrolled in U.S. schools for fewer than three years may choose to take the Spanish edition of the Mathematics test scheduled for their class if they can read and write in Spanish at or near grade level.
State-specific Steps for Submitting Post-Certification Forms	6.26	The Post-Test Certification form should be submitted online after testing.
Additional State Considerations		No Massachusetts-specific language

Mississippi

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
601-359-3052	osa@mde.k12.ms.us	601-359-2471

Issue	TCM Section	State Policy
Testing Windows	Important Dates	Performance-based Assessment (PBA) Computer-based Test (CBT) March 2 – April 3, 2015/March 30 – May 8, 2015 (4x4 districts only) PBA Paper-based Test (PBT) March 23 – April 3, 2015/ April 20 – May 1, 2015 (4x4 districts only) End-of-Year (EOY) CBT April 27 – May 22, 2015/ April 27 – June 5, 2015 (4x4 districts only) EOY PBT May 11–22, 2015 (Traditional and 4x4 districts)
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors	1.4 5.1 6.1	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals.
State-specific Requirements for Completing Student Registration Data Import	5.2	MDE OTSS will upload registration files on behalf of districts.
State-specific Policies for Observation Visits	4.2	• State Assessment Office may conduct observation visits. • LEA Central Office Staff (i.e., District Test Coordinator) may conduct observation visits. • Parcc Inc. may conduct observation visits.

Issue	TCM Section	State Policy
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	• All testing accommodations must be listed on the specific page or in the specific section of the student's IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas. (Likewise, all classroom accommodations must be listed on the specific page or in the specific section of the IEP/Section 504 Plan/ Language Service Plan and specified for the applicable subject areas.) • If a student refuses the use of a testing accommodation, the School Test Coordinator must document this refusal in writing and contact the parent. The parent contact must also be documented in writing. • Students can receive a read-aloud accommodation if the accommodation is listed on the testing accommodations page of the IEP/ Section 504 Plan/Language Service Plan and specified for the applicable subject areas. The use of this accommodation does not require prior state approval. • Students can receive additional time on timed assessments if the additional time accommodation is listed on the testing Accommodations page of the IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas. The use of this accommodation does not require prior state approval.
State-specific Steps for Unique and Emergency Accommodations	7.3	The Office of Student Assessment (OSA) must approve the specific accommodation(s) request for a student and recommends that the district use the OSA approval for official documentation. Students with a Temporary Physical Disability Resulting from an Illness or Injury • Districts must use the Accommodation Request Form and attach substantiating documentation signed by a licensed medical doctor. • This information must also be documented on the student's test answer booklet or online test. • Because the Office of Student Assessment (OSA) must approve the specific accommodation(s) for a student, it is recommended that the district use the OSA approval for official documentation.
State-specific Steps for Submitting Security Forms	2.2	All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess^{next} under the Support page. Templates of the security forms are available on PearsonAccess^{next}.

Issue	TCM Section	State Policy
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	The School Test Coordinator calls the District Test Coordinator immediately upon discovering testing irregularity/security breach. The District Test Coordinator contacts OSA immediately upon receiving the notification call. The School Test Coordinator submits Form to Report a Testing Irregularity or Security Breach, available in **Appendix D** of the *Test Coordinator Manual*, to the District Test Coordinator within two school days. The District Test Coordinator submits the form to the state.
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of these forms for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this documentation to the LEA.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Test Administrators, School Test Coordinators, and School Administrators should use their discretion in removing students from testing for behavior that is disruptive to the testing environment for other students. A Testing Irregularity Report should be submitted. The dismissed student may complete the unit on the scheduled make-up day.
State-specific Shipping Procedures for Paper-based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific Steps for Missing, Damaged, and/or Contaminated Materials	6.7 6.8 6.15	The STC calls LEA Test Coordinator immediately upon discovering missing, damaged, and/or contaminated materials. LEA Test Coordinator contacts the OSA. The STC submits Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to LEA Test Coordinator. The LEA Test Coordinator contacts OSA.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below: • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the student may sit quietly and read a recreational book.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	Recreational books (subject matter of recreational books must be unrelated to content being assessed)

New Jersey

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
Elementary (grades 3–5): 609-341-3456 Middle (grades 6–8): 609-777-2087 High School: 609-292-8739	Elementary (grades 3–5): orlando.vadel@doe.state.nj.us Middle (grades 6–8): timothy.steele-dadzie@doe.state.nj.us High School: veronica.orsi@doe.state.nj.us	609-984-6032 or 4942

Issue	TCM Section	State Policy
Testing Windows	Important Dates	PBA: PARCC (grades 3-8) – March 2, 2015 through March 27, 2015 PBA: PARCC High School (Option 1) – March 2, 2015 through March 27, 2015 PBA: PARCC High School (Option 2) – February 20, 2015 through April 2, 2015 [no PARCC testing March 2, 2015 through March 13, 2015 to accommodate HSPA] PBA: Spring Block High School – March 23, 2015 through May 1, 2015 EOY: PARCC (grades 3-8) – April 27, 2015 through May 22, 2015 EOY: PARCC High School – April 20, 2015 through May 15, 2015 EOY: Spring Block High School – May 8, 2015 through June 5, 2015
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may not provide testing accommodations or handle secure materials.
State-specific Requirements for Completing Student Registration Data Import	5.2	The state will upload the PARCC student registration file after local educations agencies complete PARCC Student Registration submission on NJSMART. Students enrolled in districts after the closing of the student registration import window must be registered by the district/school on PearsonAccess^{next}.

Issue	TCM Section	State Policy
State-specific Procedures for Safety Threats and Severe Weather	2.9	STC calls LEA Test Coordinator immediately to report severe weather/safety threat. STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess^{next} within two days.
State-specific Policies for Observation Visits	4.2	• Office of Assessment may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • Parcc Inc. may conduct observation visits only when accompanied by Office of Assessment representatives.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	STC calls LEA Test Coordinator immediately to report testing irregularity or security breach. STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess^{next} within two days.
State-specific Steps for Submitting Security Forms	2.2	The following security forms (testing irregularity/ security breach; contaminated, damaged, or missing materials; and post-certification) must be submitted online through PearsonAccess^{next} under the support page. Templates of the security forms are available on PearsonAccess^{next}.
State-specific Requirements for Archiving Security Agreements	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed agreements (electronic or physical) must be maintained by the school for three consecutive assessment cycles. The School Test Coordinator must maintain copies of the sign-in sheets and training materials that indicates all staff involved in testing have been sufficiently trained.
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	STC calls LEA Test Coordinator immediately to report student misconduct (i.e., refusing to test, disruptive behavior, unauthorized electronics; cheating). STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess^{next} within two days.

Issue	TCM Section	State Policy
State-specific Requirements for Maintaining Test Materials	3.1 5.14	Please refer to the text in the *Test Coordinator Manual*. Copies of the chain-of-custody forms must be maintained by the school for three consecutive assessment cycles.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return materials to the LEA Test Coordinator. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pick up.
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	STC calls LEA Test Coordinator immediately to report contaminated, damaged, or missing materials. STC completes contaminated, damaged, or missing materials form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload contaminated, damaged, or missing materials form to PearsonAccess^{next} within two days.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	After the student has checked his or her work, the Test Administrator, at his/her discretion may dismiss the student, if it is feasible to do so, or that student may be permitted to read silently a recreational book.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	Recreational books (subject matter of recreational books must be unrelated to content being assessed).
State-specific Translation Policy	7.1	Spanish versions are available in grades 3 through 8 Mathematics, Algebra I, Geometry, and Algebra II.
State-specific Steps for Submitting Post-Certification Forms	6.26	Schools must complete and provide copies to the LEA Test Coordinator. LEA Test Coordinator must upload completed Post-Certification forms to PearsonAccess^{next}

Issue	TCM Section	State Policy
Additional State Considerations		Home-Schooled Students and Private/Parochial School Students: Students who are full-time home-schooled or full-time at a private tuition-based or parochial school are not eligible to take any state tests (excludes special education students who attend an approved private school for the disabled in which tuition is the financial responsibility of the local education agency). Please refer to New Jersey Administrative Code (N.J.A.C.) 6A:8-1.2 (a). Middle School Students taking High School courses (i.e., Algebra I or Geometry): Middle School Students who are currently taking Algebra I or Geometry do not take the grade level mathematics assessment; however, they must take the Algebra I or Geometry assessment. Additional information regarding New Jersey state assessment policies is available at http://www.state.nj.us/education/assessment/

New Mexico

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
505-827-5861	assessment.ped@state.nm.us	505-827-6689

Issue	TCM Section	State Policy
Testing Windows	Important Dates	PBA: 3/2/15 – 3/27/15 EOY: 4/13/15 – 5/8/15 Paper-based test (PBT) administration may take place at any point during the established testing windows. Spring 2015 will be the initial PARCC test administration for New Mexico. Beginning in Fall 2015, New Mexico will offer PARCC during a fall/winter block administration window for retests and for 1-semester courses. Students taking one semester courses must take the PARCC assessments but should test as close as possible to the end of the testing windows (PBA and EOY). Students in open-enrollment courses must test PARCC if they have completed at least 50% of the course by the time the PBA is administered to the student.
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	LEA/District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) must hold professional educator licenses with the Public Education Department (PED) and be employed by the district or state charter school. Proctors need not be licensed or employed. DTCs and state charter school STCs must be registered with PED (by submitting the form on the PED Assessment website) after being appointed by the district superintendent or the director of the state charter school. These individuals must attend PED training twice annually and facilitate training of all TAs and Proctors. In addition, DTCs must train all STCs within their district (including local charters STCs) twice annually. DTCs and state charter STCs are the primary contacts with the PED. STCs for schools within a district—including district charters—are designated by the DTC or school principal. STCs receive test security and administration training from the DTC and use the DTC's training materials to provide biannual training to TAs, Proctors, and others involved in testing. TAs administer the test and report directly to the STC. Proctors may assist TAs but do not administer the test. In any instance in which the student:TA ratio exceeds 25:1, a Proctor must be present. In rare instances in which sufficient numbers of TAs are not available, Proctors may administer one-on-one accommodations.

Issue	TCM Section	State Policy
State-specific Requirements for Completing Student Registration Data Import	5.2	The PED will import student biodata into PearsonAccess^{next} using the 40-day STARS snapshot, which will be refreshed with 80-day and 120-day snapshots. For computer-based testing, DTCs and state charter STCs may edit this data or add additional students up until the time of testing. Districts may choose to update students by uploading a revision file instead of editing the prepopulated student information in PearsonAccess^{next}.
State-specific Requirements for Make-Up Testing	1.5	Students who are absent for one or more units may complete those units during make-up testing. When they return to school, these students should rejoin their peers and complete the scheduled units. After scheduled testing is complete, or if there is a convenient time while testing is underway, these students may make up the units they missed due to absence. Note that students typically do not follow the test order when taking make-up units. Occasionally, students may need to complete testing early. These early testers should complete a *Student Confidentiality Agreement* located on the PED's Assessment webpage. To the greatest possible extent, these students should not interact with their peers until all students have completed testing. All make-up and early testing must occur within the designated test windows.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	LEAs must maintain records of all students receiving accommodations and accessibility features. When conducting on-site or virtual audits, the PED may request copies of student records indicating the validity of administered accommodations including IEPs, 504 Plans, records of non-SWDs receiving accessibility features, records indicating EL status, and proof that students used accommodations and accessibility features in instruction prior to the assessment. Records of accommodations and accessibility features must be accurately reflected in each student's Personal Needs Profile (PNP) in PearsonAccess^{next}.
State-specific Steps for Unique and Emergency Accommodations	7.3	Unique accommodations—those not listed in the *PARCC Accommodations and Accessibility Features Manual*—may be requested by completing the *Unique Accommodations Request Form* located on the PED Assessment website. If a student requires last-minute accommodations due to unforeseen circumstances, LEAs must maintain records of an emergency 504 or SAT Plan in which the decision was made to provide a student with an appropriate accommodation. These records must be made available to the PED upon request.

Issue	TCM Section	State Policy
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	Schools must ensure that a clear communication plan is in place so that TAs may quickly report security breaches and testing irregularities to STCs. STCs in districts—including local charter STCs—must immediately contact the DTC to report the breach or irregularity. The STC and DTC must conduct an investigation involving all necessary individuals. The DTC must complete and submit the *Testing Irregularity Reporting Form* located on the PED Assessment webpage within two days of the incident. Do not use PARCC security forms.
State-specific Steps for Submitting Security Forms	2.2	All security forms are located at or linked from the PED Assessment website. Each form specifies submission information. Do not use PARCC security forms.
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	All test-related forms including confidentiality agreements, materials chain of custody forms, training materials, student accommodations and accessibility features records, testing irregularities, etc. must be maintained on site for five (5) years. When conducting audits, the PED reserves the right to request materials within this time period.
State-specific Requirements for Maintaining Test Materials	3.1 5.14	A specific process for materials chain of custody is not mandated by the PED; however, the DTC or state charter STC must determine a process and communicate it to all individuals involved in testing. Chain of custody forms must document each handoff of secure test materials and account for students testing in alternate locations, extended time, make-ups, early testers, and any other unique administrations. The PARCC chain of custody form may be used for this purpose or DTCs and state charter STCs may develop their own.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	All materials within a district must be returned to the DTC for shipping. This includes materials from local charter schools. DTCs may organize their own local processes for securely distributing, collecting, checking, and packing materials.
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	For damaged and contaminated materials, follow PARCC procedures. For missing materials, the STC and DTC should follow the same investigation protocol as with any testing irregularity. In all instances of missing, damaged, or contaminated materials, the DTC or state charter STC must complete the *PARCC Form for Reporting Missing/Damaged/Contaminated Materials* located in and submitted to PearsonAccess^{next}.

Issue	TCM Section	State Policy
State-specific Instructions for Students AFTER student Finishes a Unit Prior to the End of Scheduled Test Time	5.10 5.11 5.17	After students complete a unit, they should close the Test Booklet (PBT) or close the test unit (CBT). Then they may sit quietly and read a paper book. DTCs and state charter STCs may establish a dismissal policy in which students who complete testing before the end of the scheduled unit time may submit test materials and be dismissed from the testing environment.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	The book must be unrelated to the testing content and must be a paper book (not an e-reader).
State-specific Translation Policy	7.1	The PED offers the Spanish translation of the PARCC Math assessment for English learners (ELs). For Spanish language arts/literacy, reading and writing assessments will be offered in Spring 2015. ELs in their first three (3) years in U.S. schools may take the Spanish assessments. ELs in their fourth and fifth years in U.S. schools may test in Spanish with an approved Waiver of State Testing in English. Additional details are located on the PED Assessment website.
State-specific Steps for Submitting Post-Certification Forms	6.26	Submit the *PED Superintendent and State Charter School Director Assessment Verification Form* at the end of each semester. The form is located on the PED Assessment website.
Additional State Considerations		For information about the computer-based testing waiver process, please contact the PED Assessment office at assessment.ped@state.nm.us. Please read the *New Mexico Statewide Assessment Program (NMSAP) Procedures Manual* on the PED Assessment website for additional procedures, eligibility, requirements, and guidance.

Ohio

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
614-466-1317	statetests@education.ohio.gov	614-995-5568

Issue	TCM Section	State Policy
Testing Windows	Important Dates	ELA and math computer – PBA Feb. 16 – March 20 ELA and math paper – PBA Feb. 16 – March 6 ELA and math computer – EOY April 13 – May 15 ELA and math paper – EOY April 13 – May 1 Districts may choose a format by building, grade level, and/or subject area. Buildings may determine the order of subjects and how many units to administer in a day (units must be administered in sequential order). District or building does not have to schedule all students on the same day.
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be employees of the district and hold current, valid licenses, certificates, or permits issued by the Ohio Department of Education. In Ohio, paraprofessionals and instructional aides who hold a permit issued by the Ohio Department of Education and are employees of the district/school may serve as a Test Administrator. • Proctors or monitors cannot serve as a Test Administrator. They may assist a Test Administrator who meets the criteria. Proctors may administer accommodations, provided they receive training prior to administration and are administering the accommodations in the same room under the supervision of the Test Administrator. • Teachers who are also parents of students in their class taking a test may serve as a Test Administrator if they meet the criteria. If possible, the state highly recommends the teacher/parent to switch with another staff member who meets the criteria to administer the test.

Issue	TCM Section	State Policy
State-specific Requirements for Completing Student Registration Data Import	5.2	Districts in Ohio will prepare and upload the Student Registration File. Districts must coordinate with schools and Information Technology Centers (ITC) if necessary to complete this process.
State-specific Procedures for Safety Threats and Severe Weather	2.9	Districts who have cancelled the school day due to weather should continue with the test schedule when the school reopens. Districts should follow state procedures for safety threats such as fire, tornado, bomb, etc.
State-specific Policies for Observation Visits	4.2	Only authorized persons are permitted in the testing room. The LEA will determine which persons are authorized.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	Districts should follow procedures stated in the *PARCC Accessibility Features and Accommodations Manual*.
State-specific Steps for Unique and Emergency Accommodations	7.3	• Unique accommodations: Districts should complete the form in **Appendix F** in the *PARCC Accessibility Features and Accommodations Manual*. Send the form to the state following the required timeline. • Emergency accommodations: Districts should complete the form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual*. Retain the form in the student's file.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/ security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Form to Report a Testing Irregularity or Security Breach, available in **Appendix D** of the *Test Coordinator Manual*, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state. Anyone may report to the state a security violation or test irregularity, for example a private citizen; however, it is recommended that the procedure outlined above is followed.
State-specific Requirements for Archiving Security Agreements	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (including security agreements) (electronic or physical) must be maintained by the district/school (LEA Test Coordinator) for three years. While not required, individuals may also maintain a copy of these forms for their records.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The vendor schedules an automatic pickup. In Ohio, the District Test Coordinator is the LEA.

Issue	TCM Section	State Policy
State-specific Steps for Missing, Damaged, and/or Contaminated Materials	6.7 6.8 6.15	School calls LEA Test Coordinator immediately upon discovering missing, damaged and/or contaminated materials. LEA Test Coordinator contacts the state only when missing or damaged tests are discovered during the test administration. The school submits Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to LEA Test Coordinator. LEA Test Coordinator sends copies of form to state and vendor.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and take out his or her silent work.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	LEA determines policy on allowing "silent work" to be taken out only after all secure materials have been collected for an individual student. Silent work may not be the same subject being tested.
State-specific Steps for Submitting Post-Certification Forms	6.26	Post-Test Certification Form is available in **Appendix F**. Please send the completed Post Certification Form to your LEA Test Coordinator.
Additional State Considerations		For transcriptions, there must be two people present in the room during transcription, one of whom must meet the state criteria for test administrators. Please contact the state at statetests@education.ohio.gov for any situation not covered in the Test Coordinator Manual and Test Administrator Manuals, or in this section.

Rhode Island

Note: Please note that section and appendix references in the State Policy Addendum refer to sections/appendices in the Test Coordinator Manual available at http://parcc.pearson.com.

PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.		
Telephone	**Email**	**Fax**
401-222-8494	parcc@ride.ri.gov	401-222-3605

Issue	TCM Section	State Policy
Testing Windows	Important Dates	**"Regular Administration" Computer-Based Testing–** Performance-Based Assessment (PBA): 3/16/15 – 4/10/15 End-of-Year Assessment (EOY): 5/4/15 – 5/29/15 **"Regular Administration" Paper-Based Testing–** Performance-Based Assessment (PBA): 3/23/15 – 4/3/15 End-of-Year Assessment (EOY): 5/11/15 – 5/22/15 **"Block Administration" Computer-Based Testing–** Performance-Based Assessment (PBA): 4/13/15 – 5/8/15 End-of-Course Assessment (EOC): 5/4/15 – 5/29/15 **"Block Administration" Paper-Based Testing–** Performance-Based Assessment (PBA): 4/27/15 – 5/8/15 End-of-Course Assessment (EOC): 5/11/15 – 5/22/15
State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors	1.4 5.1 6.1	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals; however, Proctors do need to be school employees (e.g., not parent volunteers).
State-specific Requirements for Completing Student Registration Data Import	5.2	District/LEA is responsible for uploading this data.
State-specific Requirements for Make-Up Testing	1.5	Make-up testing must be done before the end of the test window. Students who miss a unit will be allowed to test with his/her peers and complete the missed session(s) at a later date.
State-specific Procedures for Safety Threats and Severe Weather	2.9	RIDE must be contacted immediately if a testing disruption occurs that could threaten a school's ability to complete student testing within the specified test window.

Issue	TCM Section	State Policy
State-specific Policies for Observation Visits	4.2	• State Assessment Office may conduct observation visits. • Local Education Agency (LEA) may conduct observation visits. • Principal/School Test Coordinator may conduct observation visits.
State-specific Steps for Unique and Emergency Accommodations	7.3	• **Unique accommodations:** All unique accommodations must be approved by RIDE prior to testing. LEAs must complete the Unique Accommodations Form in **Appendix F** in the *PARCC Accessibility Features and Accommodations Manual*. Send completed forms to RIDE (email to PARCC@ride.ri.gov or fax to 401-222-3605) at least 6 weeks prior to the start of PARCC testing. • **Emergency accommodations:** LEAs should complete the Emergency Accommodations Form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual* and retain the form in the student's file. Emergency accommodations are approved at the local level. However, any emergency accommodations that not reflected in the PARCC Emergency Accommodation Form will require RIDE approval.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity or security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Form to Report a Testing Irregularity or Security Breach, available in **Appendix D** of the *Test Coordinator Manual*, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Steps for Submitting Security Forms	2.2	All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess^{next} under the Support page. Templates of the security forms are available on PearsonAccess^{next}.
State-specific Requirements for Archiving Security Forms	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each form must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of these forms for their records.

Issue	TCM Section	State Policy
State-specific Procedures for Dismissing Students for Misconduct	5.10 6.4	Test Administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students. The LEA Testing Coordinator should be contacted and—in conjunction with the school—decide how to proceed with testing disruptive students. These students may be given a chance to complete the unfinished testing time at a later date or the decision may be to end testing for that student, invalidate his/her test book, and submit the student's test book as "non-scorable." Under no circumstances can a Test Administrator (teacher) make a unilateral decision to invalidate a test. The LEA Testing Coordinator should contact RIDE for further guidance on whether invalidation is warranted.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific Steps for Missing, Damaged and/or Contaminated Materials	6.7 6.8 6.15	School calls LEA Test Coordinator immediately upon discovering missing, damaged and/or contaminated materials. LEA Test Coordinator contacts the state. The school submits Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	5.10 5.11 5.17	Local decision (school or district) from options below. • After student has checked his or her work and submitted his/her test and all secure materials, the student must sit quietly until the session has ended. • After student has checked his or her work and submitted his/her test and all secure materials, the Test Administrator dismisses the student. • After student has checked his or her work and submitted his/her test and all secure materials, the student may sit quietly and use allowable materials (refer to list below)
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	3.6 3.7 5.11	• Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils

Issue	TCM Section	State Policy
State-specific Translation Policy	7.1	Rhode Island will offer the translation of the mathematics assessments into Spanish beginning with the Spring 2015 administrations.
Additional State Considerations		For Rhode Island-specific PARCC information, go to www.ride.ri.gov/PARCC.

Appendix D

Signs

TESTING

Please
Do Not Disturb

Appendix E
Accommodations Forms

Use of a Unique Accommodation Request Form on a PARCC Assessment

Directions: If a student with a disability or an English learner requires an accommodation (i.e., a "unique accommodation") that is not listed in the *PARCC Accessibility Features and Accommodations Manual*, and does not change the construct being measured by the test, the school may request approval for use of the accommodation using this request form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 Plan for a student with a disability; and if required by your state, an English Learner (EL) Plan, for an English learner. To use a unique accommodation for a student, state approval is required. Refer to **Appendix C** for additional information for your specific state.

To request approval for a unique accommodation, this form must be completed and submitted to your state by the principal or designee or District Assessment Coordinator, as required by your state, **at least six weeks prior** to testing to ensure a timely state response is received. A copy of this form must be kept in the student's file and, if appropriate, retained at the district office.

Unique Accommodation Request Form

Name of principal/designee or District/LEA District Assessment Coordinator:		
School Name:	Telephone Number:	
District/LEA Name:	Fax Number:	
Signature:	Email:	
Name:	Student ID Number:	
Grade:	DOB:	
Indicate type of plan:	❒ IEP ❒ English Learner Plan	❒ 504 Plan ❒ English Learner, without an English Learner Plan
PARCC Test Administration		
For which PARCC assessment are you seeking approval to use the unique accommodation:		
Provide a brief description of the accommodation for which you are requesting approval:		
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments:		
Describe the planning needed for provision of this accommodation on PARCC tests (e.g., school staff, space, and/or specialized tools or equipment needed):		
In submitting this form to your state for approval, the principal/designee or assessment coordinator assures that: • This accommodation will be documented in the student's IEP, 504 Plan, and if required by the PARCC member state, an EL Plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing. • The school team has met and considered all listed accommodations before proposing this unique accommodation. • The proposed accommodation is used, as appropriate, for routine class instruction and assessment.		
For State (SEA) Use Only: Approval/Denial of Request (This completed section will be returned to your school prior to testing). ❒ This request has been approved. ❒ This request has been denied. State Staff Name and Position: _____ Signature: _____ Date: _____		

Use of an Emergency Accommodation Request Form on a PARCC Assessment

Directions: This form 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 the principal (or designee) determines that a student requires an emergency accommodation on the day of the PARCC test, this form must be completed and maintained in the student's assessment file. No state approval is required for emergency accommodations. If required by your state, consult with the district office for approval. The parent must be notified that an emergency accommodation was provided. If appropriate, this form may also be submitted to the district assessment coordinator to be retained in the student's central office file.

Emergency Accommodation Request Form

District: _____ School Name: _____

Student Name: _____

SASID#: _____ Grade: _____

Name and Title of Person Completing this Form:

_____ _____

Staff Members Name Title/Position

Reason for needing an emergency test accommodation (attach documentation if needed):

_____

_____

_____

_____

_____

_____

_____

_____

_____

Describe what the testing accommodation will be:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Who will administer the accommodation? _____

_____ _____

Staff Members Name Title/Position

_____ _____

Principal Signature Date

_____ _____

Local Accountability Coordinator Signature (if appropriate or required) Date

Use of a Student Accommodation Refusal Form on a PARCC Assessment

If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 Plan, or if required by your state, an English Learner 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. Principals (or designee) should work with Test Administrators to determine who, if any others should be informed when a student refuses an accommodation documented in an IEP, 504 Plan or if required by your state, an English Learner Plan.

Student Accommodation Refusal Form

Student Name:	Date:
Grade:	Student ID#:
School Name:	
School District/LEA:	
PARCC Assessment:	
Test Administrator:	
Accommodation(s) refused:	
Reason for refusal:	
Comments: _____ _____ _____ _____ _____	

Signature of Test Administrator: _____

Student's Signature (optional): _____

Keep this form on file at the school.
A copy must be sent home to the parent.

Appendix F
Estimated Time on Task

Unit Testing Times and Estimated Time on Task for Grades 3-5

PBA				
Subject and Grade	Unit	Section	For Informational Purposes Only– Not to be Used for Scheduling Testing Times	For Scheduling/ Testing Purposes
			Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 3 PBA	Unit 1	Non-calculator	50	75
	Unit 2	Non-calculator	50	75
Mathematics Grade 4 PBA Mathematics Grade 5 PBA	Unit 1	Non-calculator	50	80
	Unit 2	Non-calculator	50	70
ELA/Literacy Grade 3 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		50	75
	Unit 3 (Narrative Writing)		40	60
ELA/Literacy Grade 4 PBA ELA/Literacy Grade 5 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		60	90
	Unit 3 (Narrative Writing)		40	60

EOY				
Subject and Grade	Unit*	Section	Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 3 EOY Mathematics Grade 4 EOY Mathematics Grade 5 EOY	Unit 1	Non-calculator	50	75
	Unit 2	Non-calculator	50	75
ELA/Literacy Grade 3 EOY ELA/Literacy Grade 4 EOY ELA/Literacy Grade 5 EOY	Unit 1		50	75

* Grades 3-5 ELA/L have only one unit for EOY.

Note: Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided for informational purposes only.

PC1099796 1 2 3 4 5 A B C D E Printed in the USA ISD11049