Test Coordinator Manual
For Computer-Based Testing

PARCC

Partnership for Assessment of
Readiness for College and Careers

Spring 2014

Field Test

English Language Arts/Literacy and Mathematics

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

Grades 3–8 and High School

PARCC Field Test Administration Windows

Assessment	Testing Dates
PBA Field Test	March 24–April 11, 2014*
EOY Field Test	May 5–June 6, 2014

*The prescribed testing dates for your state may slightly differ from these dates.
Please contact your LEA/district if you have any questions about your testing dates.

All materials associated with the PARCC Field Test are confidential and secure. To protect the validity of the Field Test, materials must remain secure at all times and, excluding the Test Administration Manuals, cannot be viewed by any individual or entity prior to or after testing. Field test materials may not be provided to any persons except those participating in the Field Test administration and those being tested.

School staff must comply with the requirements and instructions contained in this manual. A standardized test administration elicits original student work and is necessary for test results to be valid, reliable, and meaningful. School staff must familiarize themselves with sections of this manual, the *Test Administrator Manual,* and the *PearsonAccess User Guide* that apply to their role(s) in the PARCC Field Test administration. They must also review all relevant training materials before testing so they understand their respective responsibilities.

Please direct policy questions to your state's PARCC Field Test Contact or contact the PARCC Support Center at 888-493-9888 or PARCC@support.pearson.com so that protocols are followed in a standardized manner across the participating schools.

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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. These new 21st century assessments are computer-based to make use of innovative technology. The first operational administration of PARCC is scheduled for the 2014–2015 school year.

1.2 PARCC Field Test Overview

The primary purpose of the PARCC Field Test is to evaluate test items (i.e., test questions) and tasks among different sample groups of students across the consortium. Information from this administration will be used for scoring and scaling studies, other research studies, and for constructing operational test forms. The Field Test will produce no results for individuals, schools, or Local Education Agencies (LEAs).

The PARCC Field Test will include two separate test administration windows. Each is considered a "component" for the purpose of this manual. The first window will be for administration of the Performance-Based Assessment (PBA) component, and the second window will be for administration of the End-of-Year (EOY) component. Both components will be administered in computer-based and paper-based formats.

A student will participate in **either** the computer-based **or** paper-based format, but not both. Also, no student will be required to take both ELA/Literacy and Mathematics components of the PARCC Field Test.

1.2.1 Performance-Based Assessment (PBA)

This component is administered 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, concepts, and understanding multistep problems that require abstract reasoning, precision, perseverance, and strategic use of tools.

1.2.2 End-of-Year Assessment (EOY)

This component is administered after approximately 90 percent of instructional time is complete. For the EOY, students will demonstrate their acquired skills and knowledge by answering computer-based, machine-scorable questions.

1.3 About this Manual

This manual provides instructions for LEAs and School Test Coordinators to coordinate the computer-based version of the PARCC Field Test. (Test Administrators will read scripts and other instructions from the *Test Administrator Manual*.) There are separate manuals for the paper-based test administration and computer-based test administration.

This manual contains the protocols that all school staff must follow related to test security and test administration as well as the tasks for the School Test Coordinator to follow before, during, and after the Field Test administration. Because one of the tasks of the School Test Coordinator is to meet with the Technology Coordinator, all of the tasks for the Technology Coordinator are also included in this document. There are many instances where policies and procedures are state-specific. Refer to **Appendix G** for specific policies and procedures for your state.

Program Overview

1.4 Definitions

PearsonAccess is the website used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the PARCC Field Test. PearsonAccess requires username and password setup. More information about setup and operation of computer-based testing for the PARCC Field Test is available in the *PearsonAccess User Guide*.

TestNav is the browser-based application used to administer the computer-based PARCC Field Test.

Secure refers to 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 computer-based administration, "secure paper materials" refers to printed Student Authorization Tickets, seal codes, and used scratch paper. After computer-based testing is completed, School Test Coordinators must collect all secure materials from Test Administrators and securely destroy them by shredding the materials. "Secure materials" also refers to all secure test content that is delivered online on students' computers.

Storage area refers to a locked storage area where materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked.

Testing environment refers to all aspects of the testing surroundings while students are testing and includes what a student can see, hear, or access.

1.5 Roles of Individuals

Local Education Agency (LEA) Test Coordinator is the one individual at the LEA/district level who is responsible for the overall coordination of the 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 are the responsibility of the School Test Coordinator.

School Test Coordinator is the one individual at the school level responsible for the overall coordination of the 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, with responsibilities that include the following:

- Authorizing individuals to be involved in the test administration, including Test Administrators and Proctors
- Prior to testing, training all individuals, including special education staff, authorized to be involved in the test administration in test security and administration protocols and overseeing these individuals during testing
- Prior to testing, meeting with students to inform them about the schedule, materials they are allowed to bring, reasons for test invalidation, and other relevant information
- Receiving, inventorying, and distributing test materials, and ordering additional test materials and accommodated test materials as necessary (LEA Test Coordinator may complete this task, if applicable)
- Developing and coordinating the school's test administration schedule, including the administration of make-up sessions (LEA Test Coordinator may complete this task, if applicable)
- Developing and implementing a security plan for the test administration; following all protocols in this manual related to security, including investigating testing irregularities and reporting security breaches; and collecting a signed Security Agreement from each individual authorized to be involved in test administration
- If applicable, providing copies of test administration forms and reporting test security breaches to the LEA Test Coordinator

- Ensuring standardized testing environments for all students and designating locations for the administration of tests to students who need special accommodations
- Assembling and maintaining a master list of all students and their accommodations and coordinating test preparations for accommodations accordingly

Refer to **Appendix G** for more information regarding state-specific guidelines.

Test Administrator is an individual at the school ultimately responsible for administering the assessment. 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. During each test session, Test Administrators must actively supervise the test administration at all times. Test Administrators must be employed by the school as a certified education professional. Refer to Section 1.5.1 for more information.

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. This individual also must be a school employee. States may also have roles such as Test Assistant, but for the purpose of this manual, the term Proctor is used. If class size is larger than 25 students, a Proctor is recommended. However, a Test Administrator must be in the room at all times during testing. Refer to Section 1.5.1 for more information. Refer to **Appendix G** for more information about your state's policy.

Technology Coordinator is an individual at the school or LEA/district level who is responsible for setting up student computers for computer-based testing. Among the responsibilities for the technology coordinator are removing (or turning off) any software that would allow secure test material on student computers to be viewed on another computer during testing. This individual must also provide technical support for School Test Coordinators and Test Administrators. In addition to the tasks listed in this manual, the Technology Coordinator's responsibilities are described in the *PearsonAccess User Guide*. The School Test Coordinator must designate an individual to serve in this role who will be on-site during the field test administration. The role must be part of the accommodations team and may be taken on by the **Principal** or **Designee** based on established criteria.

1.5.1 Who May Administer the Field Test?
The following individuals in the roles listed below may serve as a Test Administrator for the PARCC Field Test:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate superintendents, superintendents) who hold certificates for their positions as administrators
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions
- Teachers employed by the LEA who hold provisional certificates
  Note: In Ohio, paraprofessionals and instructional aides who hold a permit issued by the Ohio Department of Education may serve as a Test Administrator.

All Test Administrators and Proctors must be trained prior to administering or monitoring a testing session.

1.5.2 Who May Not Administer the Field Test?
Student teachers may not serve as Test Administrators in charge of administering the Field Test. However, they may serve as Proctors who assist the Test Administrators. In addition, parents are not

allowed to be present in the classroom with their children during testing. A teacher who is also a parent of a student he or she teaches may serve as a Test Administrator for the Field Test. However he or she cannot serve as a Test Administrator for his or her child. Nor can he or she be present in the room where his or her child is testing.

1.6 PARCC Field Test Policies on Scheduling and Testing Time

1.6.1 Administration Dates

Each test must be completed during the appropriate testing window listed on the inside front cover of this manual. The prescribed testing dates for your state may slightly differ from these dates. Please contact your LEA/district if you have any questions about your testing dates.

Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days, in case of weather issues, technology malfunctions, or other issues.

Each Field Test session (i.e., Session 1, Session 2, Literature Analysis Session, Research Session, or Narrative Session) for a subject and grade must be completed in a single school day to avoid compromising the validity of Field Test items. Schools with multiple classrooms testing in the same grade must be scheduled as close together as possible. Test sessions must be administered in order. School Test Coordinators should schedule sessions at their schools on regular school days (i.e., not early dismissal days) during these windows, so that students have sufficient time for testing. Individual test sessions are not to be completed over 2 or more days. Schools should take into account breaks between test sessions.

1.6.2 Make-up Testing

Students who are not tested on the regular administration date should be tested on a make-up day. Make-up testing sessions may be scheduled for any day **after** the initial administration 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 sessions. Schools should consider that different testing sessions may have different testing times when scheduling make-up sessions; Students who require make-up testing for different test sessions may not be able to test during the same make-up session, if testing time is different.

Students who become ill during testing should attempt to finish a test they started on a scheduled make-up date. Test Administrators must note the exact place in the test where the student stopped. Students may not review previously answered questions when they return and Test Administrators should use their note to monitor this. Students are not allowed to return to any portion of the test they have already completed. They must pick up exactly where they left off. Test sessions must be administered in order. For computer-based testing, 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.

School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make-up test sessions as well as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify a specific make-up testing day. The day can also be used to test students who are affected by technology failures or interruptions.

1.6.3 Guidelines for Testing Time

Test administration times are listed in Table 1.0 (note that they vary by content area, component, and grade level). In planning the school Field Test administration schedule, School Test Coordinators should plan for the total Field Test administration time for each session.

The total Field Test administration time includes the following two pieces:

- **Session Time**—the amount of time it should take a student to complete a session
- **Additional Time Allowed**—approximately 50 percent of the Session Time

Table 1.0. Guidelines for Scheduling ELA/Literacy and Mathematics Sessions for PBA and EOY Components

Task	Time to be Allotted for Computer-based Test Administration
Preparation **before** students arrive—includes logging in and setting up computer work stations	2 minutes per computer work station
Preparation **after** students arrive—includes ensuring students are logged in to computer work stations, reading instructions to students, answering questions	10 minutes
Distribute test materials to students	5 minutes
Administer Field Test session	40–80 minutes (depending on session and grade level; refer to Tables 1.1–1.8 for each Session Time)
Additional time allowed for all students if students are productively engaged	20–40 minutes (depending on session and grade level—refer to Tables 1.1–1.8 for each Additional Time Allowed)
End-of-session activities, including closing testing sessions and collecting test materials	5–15 minutes

Schools must provide all students with the **entire** amount of Field Test administration time listed for the session time and must schedule accordingly. Students who are productively engaged with the assessment must also be provided with the additional time to complete the session so that they can have ample time to demonstrate their knowledge and skills. A new session cannot be started until all students in this session are finished or relocated. Refer to **Appendix G** for information about your state's policy about what students may do if they complete a session early.

PARCC testing sessions are **strictly timed**, and no additional time may be permitted (with the exception below). Tables 1.1–1.7 show the amount of time for each session.

Students may be allowed extended time accommodations beyond the total administration time **only if** listed in their IEP or 504 Plan (or EL Plan, if required by the PARCC member state). For computer-based testing, schools are encouraged to schedule these students in a separate setting. When establishing a testing schedule, School Test Coordinators should account for students with an extended time accommodation and consult with the Technology Coordinator regarding Proctor Caching requirements for devices used in the separate setting.

1.6.4 Breaks

Scheduled breaks should occur between test sessions. During the scheduled break, students are permitted to go to the restroom, get up to stretch, and/or get a drink, if needed.

During a test session, individual restroom breaks may be provided at the discretion of the Test Administrator. There should not be conversations among students and students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. At the discretion of the Test Administrator, a classroom may take one break of up to three minutes during a test session. Test Administrators are responsible for ensuring that students do not communicate during the break and that students are not able to see content on other students' devices. It is recommended that visual blocks be applied to students' computer screens (e.g., monitors turned off, folders taped to screens) instead of having students use computer functions to exit and resume the test session.

Note: Frequent breaks may be needed for some individual students as described in Section 3.1.6 of this manual.

1.6.5 ELA/Literacy—Total Field Test Administration Time

The Field Test administration times shown in Tables 1.1–1.3 include estimated times that a student will need to complete each test component (listed as Session Time) plus a set amount of additional time allowed, for all students who need it, to complete the session. Schools **must** schedule sessions based on the Total Field Test Administration Time, thereby offering additional time allowed to all any students who do not finish within the Session Time to ensure students are given ample time to demonstrate their knowledge and skills. Refer to **Appendix G** for information about your state's policy about what students may do if they complete a session early.

Teachers may not continue with the next session before all students have completed the current session. If all students have completed testing at the end of the session time, the session may end. If not, all students must be given additional time up to the maximum time. Once the total field test administration time has been reached the test session must end.

Times in Tables 1.1–1.3 are rounded up to the nearest five minutes.

Table 1.1. Total Field Test Administration Time—Grade 3 ELA/Literacy

Grade(s)	Administration Time (in minutes)	PBA			EOY	
		Literary Analysis Session	Research Session	Narrative Session	Session 1	Session 2
3	Session Time	60	60	40	70	50
	Additional Time Allowed	30	30	20	35	25
	Total Field Test Administration Time to Schedule	**90**	**90**	**60**	**105**	**75**

Table 1.2. Total Field Test Administration Time—Grades 4–5 ELA/Literacy

Grade(s)	Administration Time (in minutes)	PBA			EOY	
		Literary Analysis Session	Research Session	Narrative Session	Session 1	Session 2
4–5	Session Time	70	80	50	70	50
	Additional Time Allowed	35	40	25	35	25
	Total Field Test Administration Time to Schedule	**105**	**120**	**75**	**105**	**75**

Table 1.3. Total Field Test Administration Time—Grades 6–11 ELA/Literacy

Grade(s)	Administration Time (in minutes)	PBA			EOY	
		Literary Analysis Session	Research Session	Narrative Session	Session 1	Session 2
6–11	Session Time	80	80	50	70	70
	Additional Time Allowed	40	40	25	35	35
	Total Field Test Administration Time to Schedule	**120**	**120**	**75**	**105**	**105**

1.6.6 Mathematics—Total Field Test Administration Time

The Field Test administration times shown in Tables 1.4–1.8 include estimated times that a typical student will take to complete each test component (listed as Session Time) plus a set amount of additional time allowed, for all students who need it, to complete the session. Schools **must** schedule sessions based on the Total Field Test Administration Time, thereby offering additional time allowed to students who do not finish within the Session Time to ensure students are given ample time to demonstrate their knowledge and skills. Refer to **Appendix G** for your state's policy about what students may do if they complete a session early.

Teachers may not continue with the next session before all students have completed the current session. If all students have completed testing at the end of the minimum time, the session may end. If not, all students must be given additional time up to the maximum time. Once the total Field Test administration time has been reached the test session must end.

Times in Tables 1.4–1.8 are rounded up to the nearest five minutes.

Table 1.4. Total Field Test Administration Time—Grades 3–5 Mathematics

Grade(s)	Administration Time (in minutes)	PBA		EOY	
		Session 1	Session 2	Session 1	Session 2
3–5	Session Time	50	50	55	55
	Additional Time Allowed	25	25	30	30
	Total Field Test Administration Time to Schedule	**75**	**75**	**85**	**85**

Table 1.5. Total Field Test Administration Time—Grades 6–8 Mathematics

Grade(s)	Administration Time (in minutes)	PBA		EOY	
		Session 1	Session 2	Session 1	Session 2
6–8	Session Time	50	50	60	60
	Additional Time Allowed	25	25	30	30
	Total Field Test Administration Time to Schedule	**75**	**75**	**90**	**90**

Table 1.6. Total Field Test Administration Time—Algebra I, Geometry, and Mathematics

Grade(s)	Administration Time (in minutes)	PBA		EOY	
		Session 1	Session 2	Session 1	Session 2
Algebra I Geometry Mathematics I	Session Time	55	55	70	70
	Additional Time Allowed	30	30	35	35
	Total Field Test Administration Time to Schedule	**85**	**85**	**105**	**105**

Table 1.7. Total Field Test Administration Time—Mathematics II

Grade(s)	Administration Time (in minutes)	PBA		EOY	
		Session 1	Session 2	Session 1	Session 2
Mathematics II	Session Time	60	60	70	70
	Additional Time Allowed	30	30	35	35
	Total Field Test Administration Time to Schedule	**90**	**90**	**105**	**105**

Table 1.8. Total Field Test Administration Time—Algebra II, Mathematics III

Grade(s)	Administration Time (in minutes)	PBA		EOY	
		Session 1	Session 2	Session 1	Session 2
Algebra II Mathematics III	Session Time	65	65	70	70
	Additional Time Allowed	35	35	35	35
	Total Field Test Administration Time to Schedule	**100**	**100**	**105**	**105**

2.0 Test Security Protocols

The administration of the PARCC Field Test 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. School Test Coordinators are responsible for ensuring that Technology Coordinators, Test Administrators, and Proctors are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain-of-custody requirements for materials as described in this section, distribute materials to and collect materials from Test Administrators, and securely destroy materials after testing is completed in accordance with the instructions in this manual.

Students may not have access to secure test content, printed Student Authorization Tickets, printed seal codes, or scratch paper (blank paper intended for use as scratch paper during testing) before testing.

2.1 Security Agreement
Appendix A lists security protocols from this section that all individuals authorized to be involved in test administration must follow. Before testing, **all** staff involved in the administration of the PARCC Field Test (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, and Proctors) must sign the Security Agreement. Schools are required to maintain signed copies (physical or electronic). Refer to your state-specific policy regarding Security Agreements in **Appendix G**. Schools and LEAs may also choose to retain physical copies of Security Agreements although they are not required. Refer to **Appendix G** to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.

2.2 Security Plan
School Test Coordinators must develop a security plan for their school. A successful security plan will do the following:

- Inform all individuals authorized to be involved in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches and sign the Security Agreement
- Establish a documented chain-of-custody (described in Section 2.3)
- Designate a central locked facility for secure storage of test materials
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary documentation and training for successful, secure administration of the PARCC Field Test

2.3 Requirements for Maintaining the Security of Test Materials and Content
School Test Coordinators must develop a chain-of-custody plan reflecting the requirements below. An effective chain-of-custody plan will ensure that test materials are accounted for at all times during test administration. The plan should include procedures for documenting the distribution and return of test materials to Test Administrators. It should also include a process to document shredding or recycling, as appropriate, of secure materials (refer to Sections 4.3.2 and 4.3.3 for more details). Failure to implement and follow a chain-of-custody plan may result in test invalidations.

The chain-of-custody of test materials must be documented before, during, and after the test administration.

2.3.1 Computer-Based Test Materials

The School Test Coordinator must distribute test materials to and from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration. Test materials that will be distributed by School Test Coordinators to Test Administrators for computer-based test administration include:

- **Student Authorization Tickets**
  Each test session will have a unique Test Code for each student that will be printed on the Student Authorization Ticket printed by the School Test Coordinator and found in PearsonAccess. Students will be prompted to enter the Test Code to access the test.

- **Seal Codes**
  Seal Codes are used to lock sessions of the test. Seal Codes prevent students from going ahead to a session not being administered or going back to a session that has already been completed. Seal codes ensure that test sessions are taken in order. Seal Codes also protect the security of the test items, because students cannot look ahead at sessions before taking scheduled breaks. Because entering a seal code locks the previous session of a test, a student with an extended time accommodation must be given the extended time to complete the session before the seal code is entered.

- **Scratch Paper**
  Scratch paper is blank paper intended for use as scratch paper during testing. Schools should be prepared to provide graph paper, or allow students to bring their own, for students who want to use it. Test Administrators must supply two pages per student, per session, per content area. Paper must be provided by Test Administrators, not students, and must be blank lined or graph paper (there must be no writing of any kind on the paper). If schools allow students to bring their own graph paper, the paper must be given to the School Test Coordinator prior to testing to ensure that the graph paper does not have any writing on it.

- **Headphones**
  Headphones are only required for ELA/Literacy test sessions, or for students who receive the text-to-speech accommodation for the ELA/Literacy assessments or the accessibility features for the Mathematics assessments. Stand-alone headphones (i.e., headphones not connected to a device) are also considered 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 different options for ensuring they have a sufficient number of headsets. 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.

- **Calculators**
  Hand-held, grade appropriate calculators may be provided to students, if desired by the student and provided by the school (refer to Section 2.9 for more information).

2.3.2 Optional Secure Materials Tracking Form

School Test Coordinators are required to maintain a log of secure materials. Secure materials for computer-based testing include Student Authorization Tickets and printed seal codes. Hard copies of Mathematics Reference Sheets and scratch paper become secure materials once they are written on by students and they must be tracked until they are destroyed by shredding. School Test Coordinators may use the Optional Secure Materials Tracking Form for Computer-Based Testing (which is available in **Appendix C**). Schools may also use their own equivalent log to track secure materials. Test Administrators are not to have extended access to test materials before or after administration. It is recommended

that test materials be distributed no more than 15 minutes prior to and collected no fewer than 15 minutes after testing. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

2.4 Prohibited Activities

Any action that compromises test security is prohibited. Below are examples of activities that compromise test security or score validity. Note that these lists are not exhaustive.

2.4.1 Breaches of Test Security

Tables 2.0, 2.1, and 2.2 describe various security breaches regarding electronic devices, test supervision, and test materials.

Table 2.0. Breaches of Test Security—Electronic Devices

Electronic Devices
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod) while secure test materials are still distributed or while students are testing
Checking email while secure test materials are still distributed or while students are testing
Using a computer, laptop, or electronic tablet (other than the one being used to administer the test) while secure test materials are still distributed or while students are testing

Table 2.1. Breaches of Test Security—Test Supervision

Test Supervision
Reading a book, newspaper, or any other material before closing out the test session or turning in test materials to the Test Administrator
Reading a book, newspaper, or any other material while secure test materials are still distributed or while students are testing
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
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
Leaving test materials or online forms unattended or failing to keep test materials secure at all times while secure test materials are still distributed or while students are testing
Leaving students unattended for any period of time while secure test materials are still being distributed or while students are testing
Not administering a session according to the allotted time
Giving students more time than is allotted for the session, as outlined in the manual (except for students who have an IEP or 504 Plan and are allowed to receive extended time)
Encouraging students to finish early
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess
Formally or informally scoring student responses to test items
Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts)*
Passing notes, talking, or causing disturbances while test materials are still being distributed or while students are testing
Allowing a student to engage in any activities not listed in **Appendix G** as appropriate for your state
Failing to follow test administration directions exactly as specified in the *Test Administrator's Manual*

Test Supervision

*Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, posters displaying the Pledge of Allegiance, or posters displaying the Pledge of Allegiance.

Table 2.2. Breaches of Test Security—Test Materials

Test Materials
Giving a student access to test items or prompts prior to testing
Viewing or permitting students to view secure test content at any other times other than administration time
Reading or viewing the passages or test items before, during, or after testing*
Copying or reproducing any part of the passages or test items, or any secure test materials or online test forms
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., reading test items outside the test session)
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
Failing to properly secure and destroy Student Authorization Tickets, seal codes, and scratch paper necessary for online test administration

*Reading to a student who has the read aloud 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.

2.4.2 Testing Irregularities

Tables 2.3 and 2.4 describe testing environment and procedural testing irregularities.

Table 2.3. Testing Irregularities—Testing Environment

Testing Environment
Loss of Internet connectivity
Building evacuation or lock-down (refer to Section 2.13)

Table 2.4. Testing Irregularities—Procedural

Procedural
Failing to follow administration directions for the test
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
Providing access to seal codes ahead of time and before reading the appropriate direction in the script

2.5 Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the School Test Coordinator immediately.

Note: If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, refer to **Appendix G** for your state's policy and immediately follow these 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 will typically contact the School Test Coordinator or LEA Test Coordinator and ask that individual to investigate the allegation, determine whether possible unethical conduct was involved, and report back to the appropriate state level organization.

2.6 Testing Environment

It is important to establish procedures to maintain a quiet testing environment throughout each test session. Some students may finish testing before others and the expectations for those students must be determined and established in advance of the testing day.

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 materials.

Prior to testing, school staff should check that all necessary materials and equipment are available and in good and working condition. To maintain security in a computer-based testing environment, PARCC suggests the following configurations for seating students:

- Seat students in every other seat (useful in a computer lab setup)
- Arrange monitors back-to-back
- Seat students back-to-back
- Seat students in a semicircle (useful for schools using laptops)
- Seat students in widely spaced rows or in every other row (appropriate for a classroom setup)

If an appropriate seating configuration is not possible, cardboard, plastic, or other types of partitions may be used as physical and visual barriers between computers 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:

- Vertical cloth or paper "curtains" that isolate each computer
- Card stock (e.g., manila folders) that can be taped to the sides of computer 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 narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. 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.

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

PARCC

Test Security Protocols

2.7 Unauthorized Visitors

Visitors, including parents/guardians, school board members, researchers, reporters, non-testing students, and school staff not authorized to serve as Test Administrators, 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 G** for details about observation visits for your state.

2.8 Materials Required to be Provided to Students

Students may have **only** the following materials on their desks or at their computers **during** the test session (including breaks between sessions).

- School-supplied materials
  - Student Authorization Tickets
  - Seal codes (must be written on the board by the Test Administrator)
  - Headphones (if administering an ELA/Literacy session or needed for accommodations or accessibility purposes)
  - Pencil(s) with eraser(s)
  - Blank scratch paper
    - Two pages total per student, per session; new paper must be provided for each session
    - Paper must be provided by Test Administrators (If schools allow students to bring their own graph paper, the paper must be given to the School Test Coordinator prior to testing to ensure that the graph paper does not have any writing on it.)
    - Paper must be blank, lined, or graph paper (there must be no writing of any kind on the paper)

Tracing paper, reflection tools, straight edge and compass are allowable materials for the 8th grade, Geometry, and Integrated Math assessments (not allowable for grades 3-7 and Algebra I and II). Rulers and protractors are also allowable materials for any Mathematics assessments. These tools should be supplied by the school or schools may allow students to bring in their own tools. Directions should be given to the Test Administrator to have the materials located in a pre-determined location in the room and students should raise their hand if they want to use any of the tools. If schools allow students to bring their own tools, they must be given to the School Test Coordinator prior to testing to ensure that the tool is appropriate for testing (e.g., do not have any writing on them.)

2.9 Calculators

For computer-based testing, grade-level appropriate calculators will be available through the TestNav platform. However, students may use hand-held, grade appropriate calculators (provided by either the school or the student), if preferred by the student. Allowable calculators include four-function with square root calculators for grades 6–7, scientific calculators for grade 8, and graphing calculators (with functionalities consistent with TI -84 or similar models) for high school. Students in grades 3–5 who receive a calculator accommodation must use the four function with square root calculator.

Test Administrators must confirm that all hand-held calculators meet PARCC's calculator use policy. The PARCC Field Test calculator use policy is available online at: http://www.parcconline.org/assessment-administration-guidance. Additional guidelines for hand-held calculators include the following:

- No calculators with College Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during a PARCC Field Test session.

- Students are not allowed to share calculators within a testing session.
- Test Administrators must confirm that memory on all calculators have been cleared before and after the testing sessions.
- Calculators with "QWERTY" keyboards are not permitted.

2.9.1. Calculator Accommodation Policy

For students who meet the requirements in the *PARCC Accessibility Features and Accommodations Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator parts of the Mathematics assessment. The accommodation would be permitted on parts of the assessment for which calculators are not allowed for other students, with the exception of mathematics fluency items in grades 3-6 for which no calculation device may be used. There will be a fluency part at the end of each grades 3-6 end-of-year assessment. If a student needs a calculator as part of an accommodation in the non-calculator part, 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 can also bring their own, provided it is specified in his or her approved IEP or 504 Plan. Additional test administration directions about non-calculator and calculator parts (including fluency items) of a testing session will be available in the *Test Administrator Manual*. Refer to page 30–31 of the *PARCC Accessibility Features and Accommodations Manual* for implementation guidance.

Table 2.5. Calculator Accommodation Summary

Category	Grade 3-5	Grade 6	Grades 7 Through High School
Students without a calculator accommodation	No calculators allowed	Calculators allowed only on calculator part of testing sessions; no calculators allowed on non-calculator parts of testing session	Calculators allowed only on calculator part of testing sessions; no calculators allowed on non-calculator parts of testing session
Students with a calculator accommodation	Calculators allowed under accommodations only, with the exception of fluency items at the end of a testing session	Calculators allowed on calculator part of testing sessions; calculators allowed on non-calculator parts of testing session, except on fluency items at the end of a testing session	Calculators allowed on calculator part of testing sessions; calculators allowed on non-calculator parts of testing session

2.10 Prohibited Materials

Prohibited materials can compromise test security and can 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. Classroom resources such as books, models, displays, and teaching aids may provide unauthorized assistance or explain, define, illustrate concepts that are part of the subject areas being tested. The following list includes a suggested list of materials that must be covered or removed if they provide students with an advantage in answering questions for the tested content areas. There may be other examples not included in this list that school personnel should consider when preparing rooms for testing.

Examples of materials that must be covered or removed include, but are not limited to, the following:

- Posters, maps, charts and displays that define, explain or illustrate terms or concepts in the subject area being tested
- Graphic organizers
- Word lists
- Number lines
- Multiplication tables*
- Definitions

- Writing formulas
- Mathematical formulas/theorems (for mathematics testing sessions)
- 100s charts*
- Any manipulative not approved for use prior to testing*
  *May be allowable if listed in or recommended by the student's IEP or 504 Plan (or EL Plan, if required by the PARCC member state).

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

Figures 2.0 and 2.1 list materials that may not be used at any time during a session, including after a student has completed testing (i.e., marks his or her test session as complete and turns in scratch paper and student authorization ticket) 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.

Figure 2.0. Materials Prohibited During All Sessions

- All cellular phones (including camera phones and smartphones)
- Other non-test-related personal electronic equipment (e.g., personal document scanners, eBooks, electronic pens)
- Any electronic equipment capable of performing computations or providing other assistance in either content area (other than approved calculator devices for calculator parts on mathematics sessions)
- Instructional aids related to the content being assessed
- Reference books

Other materials may be permitted after a student has completed testing. Refer to Section 2.11 and **Appendix G** for your state's policy.

Figure 2.1. Materials Prohibited During Specific Sessions

ELA/Literacy	• Writing journals and other personal reference or resource material • Dictionary or thesaurus **Note:** word-to-word dictionaries without definitions or pictures are an allowable accommodation for English learner (EL) students • Any resource or reference material (e.g., book, model, display, writing journal, or teaching aid) that defines, explains, or illustrates ELA/Literacy terminology or concepts or otherwise provides unauthorized assistance during testing
Mathematics	• Grades 3–5: Calculators* • Grades 6–8 and high school: non-approved calculators* • Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, or illustrate mathematical 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

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

A student with a disability or an English Learner may be allowed to use as test accommodations certain tools and materials that are otherwise prohibited if listed in the student's IEP or 504 Plan (or EL Plan, if required by the PARCC member state). However, under no circumstances may any student be allowed access to the Internet or a cell phone. Test accommodations must be listed in or recommended by the student's IEP or 504 Plan (or EL Plan if required by the PARCC member state). Refer to **Appendix F** for details.

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, the student should be instructed to surrender 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.

If a student is observed with any of the items listed in Figure 2.1 during testing or during breaks, collect the student's test materials. The student will then be dismissed from the exam room and the test may be invalidated later by the state education agency. The school or LEA should follow the state-specific steps in **Appendix G**. The Test Administrator may recommend test invalidation. If the state determines invalidation is warranted, the PARCC State Contact will contact the vendor to process test invalidation.

2.11 Materials Allowed ONLY AFTER a Student Has Completed Testing

The following materials may be provided only after a student completes the computer-based test and turns in his or her test materials (at the discretion of the state, LEA, or school). For a list of what is allowed in your state, refer to **Appendix G**.

- 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

2.12 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct. If student misconduct rises to the level of dismissal, collect the student's test materials and close the student's test session. The student will then be dismissed from the exam room. The school or LEA should follow the state-specific steps in **Appendix G**. The Test Administrator may recommend test invalidation. If the state determines invalidation is warranted, the PARCC State Contact will contact the vendor to process test invalidation.

2.13 Procedures for Severe Weather and Safety Threats that Interrupt Testing

In the extremely rare event that there is a building evacuation or lock-down during the test session, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
    - Have a plan in place in case of inclement weather.
    - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
    - If possible, note the time of the disruption so that the remaining time for the test session can be calculated.
    - Refer to **Appendix G** for your state's policy about reporting a testing irregularity or security breach.
- Upon returning to the testing room, prepare students for the continuation of the testing session.
    - Test Administrators must resume students' tests in PearsonAccess before the students can continue with same test; refer to Resuming a Test in the *PearsonAccess User Guide.*

- - Test Administrators must inform students how many minutes remain in the test session.
  - Test Administrators must write on the board the start time and stop times of the session.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
  - Event or occurrence that prompted the evacuation/lock-down
  - Action steps taken because of the security/safety threat
  - Names of students being tested
  - Location of students at the time of the incident
  - Assessment component, content area(s), grade level(s), and test session(s) in process at the time of the incident
  - Test Administrator for each assessment
  - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test session was resumed, and time the test session ended
  - Any other pertinent details

3.0 Preparing for PARCC Field Test Administration

3.1 Tasks for the School Test Coordinators to Complete BEFORE Testing

This section describes activities the School Test Coordinator must complete before the first day of testing. Some or all tasks in this section may be applicable to the LEA Test Coordinator depending on the procedures specific to your LEA or state.

3.1.1 PARCC Field Test Manuals

All school staff involved in the administration of the PARCC Field Test must be familiar with their individual responsibilities and PARCC Test Security Protocols. School Test Coordinators and LEA Test Coordinators should read and be familiar with the content and instructions contained in this manual. Technology Coordinators should read and be familiar with the content and instructions contained in this manual and the *PearsonAccess User Guide*. Test Administrators and Proctors should read and be familiar with the content and instructions contained in the *Test Administrator Manual*.

3.1.2 Establish a Testing Schedule

Refer to Section 1.6 for guidance on scheduling sessions. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Sessions must be administered in order.

School Test Coordinators must also develop a plan to provide students with an opportunity to practice testing using the Sample Items and Tutorial, which will be available January 2014 at http://practice .parcc.testnav.com/. Schools must plan for 30 minutes to administer the Sample Items and Tutorial. Some students may not be familiar with computer-based testing or the tools and item types used in the computer-based PARCC Field Test. Therefore, all students who will participate in the PARCC Field Test **must** first take the Sample Items and Tutorial. The Sample Items and Tutorial contains practice items to help familiarize you and your students with the computer-based testing tools and the process for responding to different item types on the computer. The Sample Items and Tutorial is not intended to replicate the difficulty of the items on the test, but it is similar in content and format. The Sample Items and Tutorial should be administered on a separate day **before** the PARCC Field Test is administered. Refer to Section 3.1.4 for more information on the Sample Items and Tutorial. Schools should also strongly encourage teachers to familiarize students with the scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/Literacy assessments will be scored. Scoring rubrics for ELA /Literacy are available on PARCC Online: http://www.parcconline .org/samples/item-task-prototypes.

3.1.3 Develop a Security Plan

Maintaining test security is one of the most important responsibilities for School Test Coordinators. To ensure that PARCC procedures for protecting secure test materials are followed, develop a security plan for your school. Review your school's security plan with your LEA Test Coordinator, if applicable.

Distribute a copy of your state's policy from **Appendix G** from this manual along with your security plan to all individuals authorized to be involved in a test administration, including Technology Coordinators, Test Administrators, and Proctors.

3.1.4 Develop a Training Plan

School Test Coordinators are responsible for training all Test Administrators, Technology Coordinators, and Proctors. All school staff involved in the administration of the PARCC Field Test must be familiar with their individual responsibilities and PARCC Test Security Protocols. You should train several employees to act as possible alternates. Provide them with training materials, which include this manual, the *Test Administrator Manual*, and the *PearsonAccess User Guide*. Additional training materials, which include training modules and slide presentations, are available online at: http://PARCC.Pearson.com/Training.

Train Test Administrators on all content in Section 2.0 and Appendices of this manual as well as

the Test Administrator responsibilities sections of the *Test Administrator Manual*. Train Technology Coordinators in the same areas, as well as the *PearsonAccess User Guide*. Test Administrators may be able to assist students with errors when logging in. Determine how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.

Make sure Test Administrators understand the expectation that they are actively proctoring. Active proctoring during testing means Test Administrators focus their full attention on students at all times to confirm that students are working independently. Train Test Administrators to circulate throughout classroom during testing to be sure students have logged in correctly and are in the correct test session. Refer to the Test Administrator training modules for PearsonAccess and TestNav which include information on logging in, logging out, monitoring, resuming, and submitting tests.

Include the administration of the Sample Items and Tutorial as part of the training plan. The Sample Items and Tutorial will take approximately 30 minutes to administer. Make sure Test Administrators understand the requirement that ALL students who will participate in the PARCC Field Test **must** first take the Sample Items and Tutorial. Provide Test Administrators with the schedule for administering the Sample Items and Tutorial at your school. Review the Sample Items and Tutorial contents with Test Administrators and their role in helping students to become familiar with computer-based testing tools and the process for indentifying and responding to different item types on the computer.

Encourage Technology Coordinators and Test Administrators to use the checklists available in **Appendix E**. Consider providing copies of this checklist during the training. Ensure that Test Administrators and Proctors sign Security Agreement after training is complete.

A separate training should be provided for all educators. The training should cover the accessibility features and accommodations that will be available in the PARCC assessment. In addition, teachers need training in incorporating these accessibility features and accommodations into daily instruction so that a new barrier to student performance is not created during assessment.

3.1.5 Develop a Test Administration Logistics Plan

Ensure successful and secure administration of the PARCC Field Test by thoroughly planning and coordinating the following activities:

- Identify all students who will be participating in each grade's tests (except Colorado and Mississippi, who will test all students in a grade)
- Authorize individuals to serve as Test Administrators
- Train all relevant staff
- Inform students and parents about the PARCC Field Test
- Meet with students to review testing day policies and expectations
- Designate appropriate testing spaces
- Work with Test Administrators to schedule Sample Items and Tutorial for their assigned students prior to the Field Test
- Plan ahead to provide accessibility features for all students and accommodations on test day for English learners and students with disabilities
  - Review each student's IEP or 504 Plan (or EL Plan, if required by the PARCC member state) ahead of time.
  - Prepare a list showing each student and his or her specific accessibility features or accommodation(s); indicate whether a specific test setting or Test Administrator will be required
  - Ensure that required accessibility features and accommodations are selected during the registration process (e.g., read-aloud/text-to-speech) and make sure that each

student knows how to use accessibility features and accommodations

- Train all Test Administrators who will provide accommodations, including substitutes

- Schedule test administration sessions and locations

- Prepare a record of Test Administrators and their students for each session

- Assign students and testing locations to Test Administrators

- Consult with the Technology Coordinator and confirm that all the student computers meet the requirements needed to administer the computer-based test (refer to the *PearsonAccess User Guide* for details on infrastructure and system requirements)

- If applicable, establish school policy for dismissing students and/or allowing them to read a recreational book after completing individual tests and communicate this information to students. Refer to **Appendix G** for your state's policy.

- Schools that are administering both the PBA and EOY components of the Field Test should plan to store the *Test Administrator Manuals* (which contain scripts) between administrations

3.1.6 Administration Considerations for Students

The School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner:

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

All testing must be in a school setting. No homebound/hospitalized students will be included in PARCC Field Test.

3.1.7 Guidance for Redirecting Students and Clarifying Directions During an Administration

The Test Administrator 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
- Proving a visual cue to the student to remain on task

Test Administrators may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment. Test Administrators may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

The Test Administrator clarifies general administration instructions only. **No part of the test may be clarified, nor may any assistance be provided to the student during testing.** All <u>directions</u> may be repeated as necessary for all students.

A Test Administrator may clarify words or phrases used in the scripted general test administration directions. Directions for completing specific test items may not be clarified. If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an EL, then the guidelines must also be followed in providing

clarifications in a student's native language. Vocabulary words, phrases, and terminology used in test items may not be explained or clarified by Test Administrators.

3.1.8 Setting Considerations

Changes to the setting, including the location in which a student participates in an assessment, or the conditions within the assessment setting can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Every assessment setting should have good lighting and ventilation, 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 materials. Staff should check that all needed materials and equipment are available and in good and working condition.

Note: Some students with disabilities will require small group or individual testing due to other accommodations they use on PARCC assessments (e.g., interpreter, human reader for the accommodated administration of the assessments, etc.). Students with physical disabilities may need a more accessible location, more space, specific room conditions, or special equipment. Refer to the *PARCC Accessibility Features and Accommodations Manual* for additional information.

3.1.9 Plan to Administer Accommodations During PARCC Assessments

Once decisions have been made about which accommodations will be provided, the logistics of providing the accommodations during PARCC assessments must be coordinated well ahead of the test administration. It is important to engage the appropriate staff in planning the logistics regarding the provision of assessment accommodations on test day. A list (e.g., table, grid, spreadsheet, or chart) should be compiled with the names of students, the accommodations they require, test locations, and staff responsible for administering tests with accommodations. Special educators and English language educators are often given the responsibility for arranging, coordinating, and providing assessment accommodations in a school and to assist general educators to understand how to properly provide specific accommodations.

It is essential for Test Administrators to know and understand the requirements for providing accommodations on PARCC assessments and to establish a procedure for monitoring their use. Staff administering accommodations such as reading the test aloud or scribing responses must adhere to specific guidelines so that accommodations are administered correctly and given to the correct students so that scores are valid. Test Administrators should also anticipate whether a student will be allowed extra time to complete the test once the official testing time is ended and where the student will continue to work after other students have completed the test.

3.1.10 Receive and Distribute Test Administration Manuals

Test Administration Manuals are shipped to either the LEA Test Coordinator or the School Test Coordinator. Refer to **Appendix G** for your state's policy about shipments.

- Count the materials received to verify that there is an adequate number of Test Administrator Manuals for Test Administrators in the school.
- One *Test Administrator Manual* will be provided for every classroom participating in the Field Test (as identified in the final recruiting files).
- One *Test Coordinator Manual* will be provided for every school participating in the Field Test.
- If additional manuals are needed, notify the LEA Test Coordinator immediately.
- Distribute manuals to Test Administrators prior to meeting with them to discuss their responsibilities.

3.1.11 Meet with Test Administrators

To prepare Test Administrators for the PARCC Field Test, schedule a meeting with them prior to the administration to review their responsibilities. Distribute one *Test Administrator Manual* to each Test Administrator before this meeting and ensure they understand their responsibility to familiarize themselves with the Test Administrator instructions. Show and discuss the Test Administrator training modules found at http://PARCC.Pearson.com/TMS. or direct them to its location for viewing at their convenience. During the meeting with Test Administrators, the School Test Coordinator should do the following:

- Discuss your school's security plan, including testing environment and test materials, and the requirement to make sure students understand how participating and trying their best on the Field Test is important for ensuring the operational test will be a valid and reliable measure of student performance

- Make sure Test Administrators understand PARCC Field Test policies and procedures, as well as any state-specific policies, and emphasize the following:
    - Test Administrators may not comment on any student work. Test Administrators may not help students in any way except during the general instructions or as specified in the *Test Administrator Manual*. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
    - All test items and all student responses in the PARCC Field Test are secure and may not be released, copied, or duplicated in any way, or kept at the school once testing is completed.

- Review the training plan with Test Administrators including those who will be providing accommodations. Provide each Test Administrator with his or her assigned group of students for testing, including students who need accommodations

- Provide a copy of the testing schedule to each Test Administrator and explain how it will be implemented for your school

- Ensure that Test Administrators know which option to follow for students who finish the test session early

- Explain your school's plan for chain-of-custody documentation, including taking inventory, distributing, collecting, and storing secure test materials using the Optional Secure Materials Tracking Form for Computer-Based Testing or other tracking log

- Inform Test Administrators of your school's procedures for make-up testing

- Inform Test Administrators how they can obtain additional materials needed during test administration, such as extra pencils and scratch paper

- Receive signed copies of the Security Agreement

- If applicable, submit copies of signed Security Agreements to the LEA Test Coordinator (refer to **Appendix G** for state-specific procedures)

- Answer questions regarding test administration and security protocols

- Review the tasks for Test Administrators to complete before testing

- Review plans for Test Administrators to complete necessary training

- Assign logins to Test Administrators before testing

- Meet with any individuals serving as Proctors assisting Test Administrators to familiarize them with these requirements

3.1.12 Meet with Technology Coordinators

Meet with your school's Technology Coordinator to explain the procedures for the PARCC Field Test, the infrastructure preparations that will need to be made at your school, and the level of technical support

that your school may need from this individual during testing. Show and discuss the Infrastructure Trial training webinar or direct them to its location on PearsonAccess for viewing at their convenience. The Technology Coordinator should also be involved in all planning meetings to provide input on logistics and to resolve any network issues. Request that the Technology Coordinator remain in the school building to assist with trouble-shooting during the days that students will be testing. During the meeting with Technology Coordinators, the School Test Coordinator should do the following:

- Discuss your school's security plan, including testing environment and test materials
- Receive a signed copy of the Security Agreement
- Review the tasks for Technology Coordinator to complete before testing (refer to checklists in **Appendix E**)
- Review plans for Technology Coordinator to complete necessary training
- Review the *PearsonAccess User Guide* for technology-related troubleshooting.

3.1.13 Final Preparation for Computer-Based Testing
Before the day of testing, School Test Coordinators must confirm the following computer-based testing activities.

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent collaboration
- Ensure testing rooms are clear of any and all instructional displays (refer to Section 2.10 for prohibited materials)
- Confirm that all the student computers meet the requirements needed to administer the computer-based tests
- Confirm that headphones are available for every student taking computer-based tests (for ELA/L or accommodations/accessibility purposes only)
- Print Student Authorization Tickets
- Confirm that proctor caching activities are complete, if applicable
- Create computer-based test sessions online
- Print Seal Codes

Note: Refer to the *PearsonAccess User Guide* for specific instructions on PearsonAccess functions.

3.1.14 Meet with Students
Tell students that they will participate in the PARCC Field Test. You should emphasize the importance of the tests without causing undue stress. Announcements similar to regular school announcements should provide sufficient emphasis.

Remember that the attitude and demeanor you, as a School Test Coordinator, Test Administrator, or Proctor, display toward the tests before and during testing can affect how seriously students take the tests. If you act as if the tests are unimportant or intrusive, students may adopt a similar attitude. On the other hand, overemphasis on the importance of the tests will make some students needlessly anxious and may jeopardize optimum performance.

Prior to the PARCC Field Test, meet with students and inform them of the testing schedule. Make sure to provide details about the schedule for administering the Sample Items and Tutorial.

Specify the materials students are allowed to bring with them to the test session.

Students should be aware that use of cell phones or other prohibited electronic devices is prohibited. Test Administrators may recommend invalidating tests for any students who are found with these electronic devices in their possession during testing (including if they have finished testing but other

students have not) or during a break.

If applicable to your LEA or school, inform students that they may bring a recreational book to read or other allowable materials to use in the event they finish their test early. However, they may not have access to these materials during the testing. Refer to **Appendix G** for your state's policy.

3.1.15 Distribute Test Materials to Test Administrators (Day of Testing)

On the day of the test, immediately prior to the beginning of the test session (**NOT** in advance), distribute the following materials to Test Administrators:

- Scratch paper for students to use during the test session (refer to Section 2.0)
- Printed Student Authorization Tickets for each student being tested
- Printed seal codes
- 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" sign to post on the doors of the testing rooms – a copy of this sign can be available in **Appendix H**
- Headphones (if applicable)

3.2 Tasks for the Technology Coordinator to Complete BEFORE Testing

This section describes activities the Technology Coordinator must complete before the first day of testing.

3.2.1 Training Requirements

Meet with the School Test Coordinator and review the sections of this manual that apply to the Technology Coordinator role as well as the Technology Coordinator Checklist in **Appendix E**. All school staff involved in the administration of the PARCC Field Test must be familiar with their individual responsibilities and PARCC Test Security Protocols. In addition, Technology Coordinators must review the *PearsonAccess User Guide* for specific instructions on PearsonAccess functions and technology-related troubleshooting. Technology Coordinators should also review the training module for Setting Up and Infrastructure Trial.

3.2.2 Prepare Student Computers for Testing

Set computers so that the URL shortcut is available on each device screen.

Prepare computers to meet security needs:

- Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a computer should be configured not to launch during testing sessions. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications.

Maximize the number of wireless access points, and limit the number of computers per wireless access point. Positioning computers as close as possible to wireless access points is preferable, as well as limiting obstructions between computers and wireless access points.

Use the System Check Tool to verify that you have the appropriate amount of bandwidth for online testing.

3.2.3 Prepare Test Administrators' Computers

Designate a school computer as the proctor caching computer. The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual test computers from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to student computers, test delivery is accelerated, and the amount of Internet bandwidth required for online testing is reduced. Proctor caching software needs to be downloaded from PearsonAccess. Refer to the Proctor Caching Computer section of the *PearsonAccess User Guide* For complete proctor caching details and instructions.

4.0 Administering the PARCC Field Test

4.1 Tasks for School Test Coordinators DURING Testing

This section describes activities for the School Test Coordinator during testing days. Some or all tasks in this section may be applicable to the LEA Test Coordinator depending on the procedures specific to your LEA or state.

4.1.1 Monitor Test Activity

LEA Test Coordinators should be actively involved in test administration through monitoring of the administration and test security procedures described in this manual. LEA Test Coordinators should ensure that schools understand and follow active test proctoring procedures. LEA Test Coordinators should also monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow their state-specific procedures for reporting such events. Refer to **Appendix G** for your state's policy.

School Test Coordinators should be actively involved in test administration through careful supervision and monitoring of the administration and test security procedures described in this manual. School Test Coordinators should ensure that, during each session of the test, Test Administrators walk around the room and check that students are working in the correct session. Prior to the beginning of the test, students should be reminded to take the task seriously.

4.1.2 Schedule and Supervise Make-Up Testing

Students who are not tested on the regular administration date due to a temporary illness or other excused absence should be tested on a make-up day. For guidelines, refer to Section 1.6.2. Schools should consider that different testing sessions may have different testing times when scheduling make-up sessions. Students who require make-up testing for different test sessions may not be able to test during the same make-up session, if testing time is different.

4.2 Tasks for Technology Coordinator DURING Testing

This section describes activities for the Technology Coordinator during testing days.

4.2.1 Monitor Test Activity

Technology Coordinators should be actively involved in test administration through monitoring of the administration and technology test security procedures described in this manual. Technology Coordinators should be on hand to help address any technology issues or service interruptions.

4.3 Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator depending on the procedures specific to your LEA or state.

4.3.1 Collect Materials from Test Administrators (After Final Test Session)

Immediately after the final test session is administered, collect the test materials listed below from Test Administrators and document them on the Optional Secure Materials Tracking Form for Computer-Based Testing or other tracking log.

- Student Authorization Tickets
- Seal codes
- Used and unused scratch paper
- *Test Administrator Manuals*

- Any reports or other documents that contain personally identifiable student information, including student authorization tickets used to log students in to TestNav
- Student rosters containing TestNav usernames and passwords

Ensure all materials from the PARRC Field Test have been secured. Take inventory of all secure materials. If any secure materials are missing follow the state-specific steps in **Appendix G**.

4.3.2 Materials To Be Securely Destroyed

The School Test Coordinator must oversee the shredding of the following test materials immediately after all testing is complete:

- Printed Student Authorization Tickets
- Printed seal codes
- Mathematics Reference Sheets written on by students
- Scratch paper written on by students
- Any other school-generated reports or documents, which contain personally identifiable student information
- Student rosters containing TestNav usernames and passwords
- All accommodated materials (excludes vendor-supplied materials for Large Print and Read Aloud administration).

Once shredding is complete, it must be documented on the Optional Secure Materials Tracking Form for Computer-Based Testing or an equivalent tracking log.

4.3.3 Materials To Be Recycled

The School Test Coordinator must oversee the recycling of the following test materials immediately after all testing is complete:

- Test Administration Manuals
- **Blank or unused** scratch paper

Once recycling is complete, it must be documented on the Optional Secure Materials Tracking Form for Computer-Based Testing or other tracking log.

Note: Do not recycle manuals until after EOY (if administering both components).

4.3.4 Testing Cleanup Activities

After all students have completed all sessions of the test and submitted their responses, manually stop the tests. Refer to the *PearsonAccess User Guide* for specific instructions.

You cannot stop a PearsonAccess Test Session until:

- All students are in Completed or Marked Complete status (Refer to the *PearsonAccess User Guide* for complete instructions.)
- Absent students in Ready status have been moved to a make-up PearsonAccess Test Session or have been removed (Refer to the *PearsonAccess User Guide* for complete instructions.)

If a student exits the test and will not resume testing or if a student accidentally exited a test instead of clicking Submit, you must manually mark that student's test complete. Before marking a student's test complete, ensure that you understand the reason the student exited the test without submitting it. This reason must be entered in PearsonAccess. Do not mark a student's test complete if the student was absent and is still in Ready status. Refer to the *PearsonAccess User Guide* for specific instructions.

Note: Students should not "Submit" the test in between test sessions. Between testing sessions of each component, students should exit and save the test. Refer to the *PearsonAccess User Guide* for instructions.

When the next session begins, the Test Administrator will need to Resume each student.

4.3.5 Keeping Records

The following records must be maintained by your school for at least three years, unless otherwise noted by your state policy in **Appendix G**:

- Copies of all signed security agreements (refer to **Appendix A**)
- Chain-of-custody documentation (refer to Section 2.3)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both Test Administrator and Proctors) and including names of students assigned to that group
- If applicable, copies of any Testing Irregularities/Security Breach Forms

Appendix A
Security Agreement

PARCC

Appendices

PARCC

Spring 2014 PARCC Field Test
Security Agreement

The content of the PARCC Field Test 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 Field Test 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 an investigation that leads to sanctions including employment and licensure consequences, according to your state policies.

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 central secure storage area 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 copying by copier).
- I will **not** reveal or discuss test content or student responses before, during, or after testing.
- I will promptly report any testing irregularities or concerns (according to the instructions in the TCM and *Test Administrator Manual* [TAM]).
- I will **not** engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will follow the procedures in the 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 wall displays are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment.
  - I will **not** allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - I will **not** allow students to access cell phones or other unapproved electronic devices during testing.
  - I will **not** allow students to access notes, books, or any instructional materials during testing.
  - I will ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - I will **not** coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will collect, inventory, and return all scratch paper distributed during the test (according to the instructions in the TAM).
- 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.

_____   _____

First Name (print)   Last Name (print)

Role (please circle)   School Test Coordinator   Technology Coordinator   Test Administrator   Proctor   Other: _____

_____   _____

Signature   Date

Return this form (signed) to your School Test Coordinator, and keep a copy for your records.
The signed agreement must be maintained by the school for at least three years, unless otherwise directed by your state policy.
Do **not** send to PARCC. Do **not** send to Pearson.

Appendix B

Testing Irregularities/ Security Breaches Form

Spring 2014 PARCC Field Test
Testing Irregularities/Security Breaches

Instructions for the School Test Coordinator or LEA Test Coordinator:

1. Make a copy of this form to report an incident.
2. Refer to **Appendix G** for instructions on who to call to report the incident (i.e., either your LEA Test Coordinator or your PARCC State Contact). The call must be made **immediately** after discovering the incident.
3. After calling, complete the form with as much information as available. Submit this form according to instructions in **Appendix G** to either your LEA Test Coordinator or the PARCC state contact (and keep the district/LEA informed). Submit this form by fax **within two school days** after calling.
4. Maintain copies of the submitted form for your school files.

Do not send this form to PARCC or to the vendor (Pearson).

LEA Name:
LEA Number:
School Name:
Principal's Name:
School Test Coordinator's Name *(if different from the principal)*:
Telephone Number:

Test Information: Grade: _____   Subject: _____   ❏ PBA   ❏ EOY
Date of Incident: _____   ❏ Recommend Test Invalidation
Test Administrator's Name:
Student's Name:
Student's Date of Birth:
Test Code on Student Authorization Ticket (applicable to computer-based testing only):
Description of Incident: *(Attach additional pages if necessary.)*

Appendix C

Optional Secure Materials Tracking Form for Computer-Based Testing

PARCC

Spring 2014 PARCC Field Test
Optional Secure Materials Tracking Form for Computer-Based Testing

(Check one subject)	❏ Mathematics		❏ ELA/Literacy	
(Check one session)	❏ Session 1	❏ Session 2	❏ Literary Analysis	❏ Research ❏ Narrative

Instructions for the School Test Coordinator: Use this form to track the distribution and return of all secure test materials to and from Test Administrators. Make as many copies of this form as needed. Keep this form in your school files for three years after testing. Do **not** send this form to PARCC. Do **not** send this form to Pearson.

LEA Name:	LEA Number:	School Name:

Materials Moved from Locked Central Storage Area to Classroom # _____

Date:	Time:	Number of Student Authorization Tickets:	
Number of Headphones:		Number of Mathematics Reference Sheets:	Sheets of Scratch Paper:

School Test Coordinator's Name (please print):

School Test Coordinator's Signature:

Test Administrator's Name (please print):

Test Administrator's Signature:

Materials Moved from Classroom # _____ to Locked Central Storage Area

Date:	Time:	Number of Student Authorization Tickets:	
Number of Headphones:		Number of Mathematics Reference Sheets:	Sheets of Scratch Paper:

School Test Coordinator's Name (please print):

School Test Coordinator's Signature:

Test Administrator's Name (please print):

Test Administrator's Signature:

Materials Securely Destroyed by Shredding

Date:	Time:	Number of Student Authorization Tickets:	
		Number of Mathematics Reference Sheets:	Sheets of Scratch Paper:

School Test Coordinator's Name (please print):

School Test Coordinator's Signature:

Additional person present during shredding – Name (please print):

Additional person present during shredding – Signature:

Appendix D

Glossary of
PARCC-Specific Terminology

Glossary of PARCC-Specific Terminology

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 or 504 Plan (or EL Plan, if required by the PARCC member state). For more information on PARCC accommodations, go to: http://www.parcconline.org/parcc-accessibility-accommodations-and-fairness.
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).
Examiner/Proctor	See Test Administrator and Proctor.
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)	Local Education Agency (LEA) is a commonly used synonym for a school district or entity which operates local public primary and secondary schools. As defined in ESEA and the U.S. Department of Education, a LEA is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
LEA/District Test Coordinator	LEA /District 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.
Principal or Designee	See School Test Coordinator.
Proctor	Individual who may be called upon to help monitor assessment administration. This individual must be a school employee, but does not need to be a certified education professional. States may also have roles such as Test Assistant. For the purpose of this manual, the term Proctor is used.

Term	Definition
School Test Coordinator	Individual at the school level responsible for the overall coordination of the test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating the test administration at his or her school, with responsibilities that include the following: • Development and management of the overall test administration schedule • Oversight, training, and instruction of all other individuals authorized to be involved in test administration—including Technology Coordinators, Test Administrators, and Proctors—in test security and administration protocols prior to testing. • Receiving test materials, additional test materials, and accommodated test materials, as necessary • Collecting signed Security Agreements from all individuals involved in test administration and providing copies of administration forms, as needed, to the LEA Test Coordinator. • Monitoring and controlling security of all secure test materials.
Security Agreement	An agreement read, acknowledged, and signed by all staff involved in the administration of the PARCC Field Test (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 G** to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.
Session	The PARCC Field Test is comprised of test sessions. Each session is specific to grade and subject area with a set administration time. The tables in Sections 1.6.5 and 1.6.6 of this manual provide session details.
Student Subgroup	Each category of students identified under ESEA section 1111(b)(2)(C)(v)(II). Examples include students with disabilities (SWDs), English Language Learners (EL s) or racial and ethnic categories (e.g., Asian or Hispanic, respectively).
Test Administrator	Individual(s) at the school ultimately responsible for administering the assessment. Test Administrators must be certified education professionals. States may also have roles such as Test Examiner or Test Proctor. For the purpose of this manual, the term Test Administrator is used.
Test Assistant	See Proctor.
Test Examiner	See Test Administrator.
Testing Irregularity	An instance or activity during testing that affects the integrity or security of the PARCC Field Test and must be reported to the principal or designee immediately. Examples of testing irregularities are outlined in Section 2.4.2 of this manual.

Appendices

Appendix E
Checklists

Checklists

Checklists are intended as a tool for LEA Test Coordinators, School Test Coordinators, and Test Administrators but are not intended to be comprehensive. All school staff involved in the administration of the PARCC Field Test must be familiar with their individual responsibilities and PARCC Test Security Protocols. School Test Coordinators and LEA Test Coordinators should read and be familiar with the content and instructions contained in this manual. Test Administrators should read and be familiar with the content and instructions contained in the *Test Administrator Manual*.

LEA Test Coordinator Checklist For Computer-Based Testing

Before Testing

❏ Review policies and instructions for test administration in both the *School Test Coordinator Manual and Test Administrator Manual*

❏ Review School Test Coordinator, Test Administrator, and Technology Coordinator checklists

❏ Sign Security Agreement

❏ Complete recommended training

❏ Ensure the School Test Coordinators and Test Administrators complete appropriate PARCC Field Test training

During Testing

❏ Provide School Test Coordinators with additional materials, as necessary

❏ Monitor testing to ensure that test administration and security protocols are followed and required administration information is being documented and collected

❏ Be available during testing to answer questions from School Test Coordinators

❏ Investigate all testing irregularities and notify the PARCC State Contact to determine resolution

After Testing

❏ Ensure all test sessions are complete

❏ Investigate testing irregularities or security breaches

❏ Confirm completion (and receipt, if necessary) of Optional Secure Materials Tracking Form for Computer-Based Testing (and/or any other equivalent materials tracking logs) and Testing Irregularities/Security Breaches form.

❏ Verify applicable test materials have been securely destroyed (*Test Administrator Manuals*, Student Authorization Tickets, seal codes, Mathematics Reference Sheets written on by students, and scratch paper written on by students)

Appendices

School Test Coordinator Checklist For Computer-Based Testing

Before Testing

❏ Review policies and instructions for test administration in both the *School Test Coordinator Manual* and *Test Administrator Manual*

❏ Review the Test Administrator and Technology Coordinator checklists

❏ Develop Security and Logistics plans for test administration

❏ Review student/accommodations list and develop a plan to track accommodations use

❏ Sign Security Agreement

❏ Complete recommended training

❏ Arrange for a Proctor, if necessary

❏ Meet with Technology Coordinator to discuss test security and administration protocols and plans, review infrastructure preparation and troubleshooting, and have this individual sign the Security Agreement

❏ Meet with Test Administrators and Proctors to discuss test security and administration protocols and plans, review Sample Items and Tutorial schedule, review day of test activities (including the Test Administrator Checklist for Computer-Based Testing), and have these individuals sign Security Agreements

❏ Assign logins to Test Administrators

❏ Notify students and parents about the PARCC Field Test

❏ Meet with students to inform them about expectations for the PARCC Field Test; review plans for administering Sample Items and Tutorial; discuss details about prohibited activities, use of personal electronic devices during testing and breaks, and LEA or school policy on use of recreational books and/or dismissal after test completion

❏ Provide students with opportunity to practice computer-based testing by administering the Sample Items and Tutorial before the day of the PARCC Field Test

❏ Distribute test materials to Test Administrators (day of testing)

❏ Complete recommended training

During Testing

❏ Provide Test Administrators with additional materials, as necessary

❏ Monitor each testing room to ensure that test administration and security protocols are followed and required administration information is being documented and collected

❏ Be available during testing to answer questions from Test Administrators

❏ Investigate all testing irregularities and notify LEA Test Coordinator to determine resolution

❏ Arrange for and supervise make-up administrations

After Testing

❏ Ensure all test sessions are complete

❏ Verify that all materials distributed have been collected and tracked, using either the Optional Secure Materials Tracking Form for Computer-Based Testing or via an equivalent tracking log.

❏ Notify the LEA Test Coordinator about any missing materials and conduct the necessary investigation

❏ Make copies of all Optional Secure Materials Tracking Forms for Computer-Based Testing (and/or any other equivalent materials tracking logs), Testing Irregularities/Security Breaches forms, and file copies with the LEA Test Coordinator, if appropriate in your state or LEA

❏ Organize materials and securely destroy *Test Administrator Manuals*, Student Authorization Tickets, seal codes, Mathematics Reference Sheets written on by students, and scratch paper written on by students

❏ Complete post test activities in PearsonAccess including: update student information (as necessary), mark tests complete, stop test sessions, and record accommodations (as necessary)

Appendices

Test Administrator Checklist For Computer-Based Testing

Before Testing

❏ Meet with School Test Coordinator to discuss test security and administration protocols and plans, review Sample Items and Tutorial schedule, and review day of test activities

❏ Review policies and instructions for test administration in both *Test Coordinator Manual* and *Test Administrator Manual*

❏ Review all accommodations to be provided and develop a plan to monitor their use

❏ Sign the Security Agreement and submit it to the School Test Coordinator

❏ Complete recommended training

❏ Administer Sample Items and Tutorial to students according to plan developed by School Test Coordinator

❏ Assemble a sufficient supply of pencils and scratch paper for student use

❏ Prepare the testing environment

❏ Receive test materials from School Test Coordinator and track receipt using the Optional Secure Materials Tracking Forms for Computer-Based Testing (and/or any other equivalent materials tracking logs used by your school)

During Testing

❏ Administer the PARCC Field Test according to the directions in the *Test Administrator Manual* and using the appropriate administration script

After Testing

❏ Collect test materials from students and track their return to the School Test Coordinator using the Optional Secure Materials Tracking Forms for Computer-Based Testing (and/or any other equivalent materials tracking logs used by your school)

❏ Report accommodations usage to the School Test Coordinator

❏ Complete the Test Administrator Survey

Technology Coordinator Checklist For Computer-Based Testing

Before Testing

❏ Meet with School Test Coordinator to discuss test security and administration protocols and plans, review infrastructure preparation and troubleshooting, review Practice Test schedule, and review day of test activities

❏ Review policies and instructions for test administration in *Test Coordinator Manual*

❏ Sign the Security Agreement and submit it to School Test Coordinator

❏ Complete required training

❏ Discuss and implement plans for handling possible technical interruptions during testing

❏ Review the *PearsonAccess User Guide* for technology-related troubleshooting and to ensure all testing devices meet the minimum requirements

❏ Ensure all student testing devices have successfully loaded the Infrastructure Trial

❏ Ensure a printer is available for printing the Student Authorization Tickets

❏ Verify that the performance of your Internet connection is consistent with expected levels of performance for computer-based testing

❏ Verify enrollment of participating students

During Testing

❏ Be available to support technology issues as they arise during PARCC Field Test

❏ Ensure Proctor Caching software is running on Proctor Caching computer(s)

❏ Monitor each testing room to ensure that there are no technical issues

After Testing

❏ Delete test content from the Proctor Caching computer(s)

Appendices

Appendix F

Testing Procedures for Administering Accessibility Features and Accommodations

Testing accommodations for students with disabilities or students who are English Learners (EL) must be approved and documented according to the procedures and requirements outlined in the *PARCC Accessibility Features and Accommodations Manual* which is available online at: http://www .parcconline.org/parcc-accessibility-features-and-accommodations-manual.

Accommodations must be based on individual need documented in the student's approved IEP, 504 Plan, or if required by the PARCC member state, an EL Plan. They must not be based on a category of disability area, level of instruction, environment, or other group characteristic. No accommodations may be made for a student merely because he or she is a member of an instructional group. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the Principal, the School Test Coordinator, and/or the LEA Test Coordinator.

Relevant Appendices from the *PARCC Accessibility Features and Accommodations Manual*
For your convenience, the following appendices from the *PARCC Accessibility Features and Accommodations Manual* are on the following pages. These same appendix documents are also available as individual PDFs at http://www.PARCConline.org/.

- Test Administration Protocol for the Read-Aloud Accommodation for English Language Arts/ Literacy Assessments and Accessibility Feature for Mathematics Assessments (listed on PARCC Online as Appendix B)
- Protocol for the Use of the Scribe Accommodation (listed on PARCC Online as Appendix C)
- Guidance for Selecting and Administering the Extended Time Accommodation (listed on PARCC Online as Appendix E)
- Unique Accommodation Request Form (listed on PARCC Online as Appendix F)
- Use of an Emergency Accommodation on a PARCC Assessment (listed as PARCC Online as Appendix G)
- Student Accommodation Refusal Form (listed on PARCC Online as Appendix H)

Tables A.1–A.5 provide a list of all accessibility features and accommodations that will be available for the PARCC Field Test.

Table A.1. Accessibility Features for All Students

Support	Mode	Available for Field Testing 2014
Answer Masking	Computer based	Yes (limited) EOY ELA/Literacy grades 3, 5, 8, 11 Mathematics grades 4, 7, Algebra I, Geometry
Audio Amplification	Device dependent	Yes
Background/Font Color (Color Contrast)	Computer based	Yes* (limited) PBA/EOY ELA/Literacy grades 3, 5, 8, 11 Mathematics grades 4, 7, Algebra I, Geometry
Blank Paper (provided by Test Administrator)	School provided	Yes
Eliminate Answer Choices	Computer based	Yes
Flag Items for Review	Computer based	Yes
General Administration Directions Clarified	By Test Administrator	Yes
General Administration Directions Read Aloud and Repeated as Needed	By Test Administrator	Yes
General Masking	Computer based	No*
Text Highlighter Tool	Computer based	Yes
Headphones or Noise Buffers	School provided	Yes
Line Reader Tool	Computer based	Yes
Magnification/Enlargement Device	Computer based	Yes
Notepad	Computer based	No
Pop-up Glossary	Computer based	Yes
Redirect Student to the Test	By Test Administrator	Yes
Text-to-Speech for the Mathematics Assessments	Computer based Human reader if grade level not available for Field Test	Yes* PBA/EOY Mathematics grades 4, 7, Algebra
Writing Tools	Computer based	Yes

*Accessibility feature which must be determined in advance by the IEP/504/EL team (if applicable), a student's educational team, or staff member.

Table A.2. Presentation Accommodations for Students with Disabilities

Accommodation	Mode	Available for Field Testing 2014
Additional Assistive Technology	External Device	Yes
Braille Edition of ELA/Literacy and Mathematics Assessments	Hard-copy Braille tests for ELA/Literacy and Mathematics Refreshable braille displays for ELA/Literacy only	No
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Computer Based	No
Descriptive Video	Computer Based	No
Paper-Based Edition of the ELA/Literacy and Mathematics Assessments	Paper	Yes
Tactile Graphics	Computer Based	No
Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments (including items, response options, and passages)	Computer Based Human reader if grade level not available for field test	Yes PBA/EOY ELA grades 5, 8, 11
ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing	Computer Based	No
ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing	By Test Administrator	Yes

Table A.3. Response Accommodations for Students with Disabilities

Accommodation	Mode	Available for Field Testing 2014
Additional Assistive Technology	External device	Yes
Braille Note-taker	Computer Based	No
Calculation Device and Mathematics Tools (on non-calculator sessions of Mathematics assessments)	External device	Yes
Scribing or Speech-to-Text (i.e., Dictation/ Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the ELA/Literacy assessments	By Test Administrator	Yes
Scribing or Speech-to-Text (i.e., Dictation/ Transcription) for Constructed Responses on the ELA/Literacy Assessments	By Test Administrator	Yes
Word Prediction on the ELA/Literacy Performance-Based Assessment	External Device	Outstanding

Appendices

Table A.4. Timing and Scheduling Accommodations for Students with Disabilities

Accommodation	Mode	Available for Field Testing 2014
Extended time	By Test Administrator	Yes

Table A.5. Accommodations for English Learners

Accommodation	Mode	Available for Field Testing 2014
Extended time	By Test Administrator	Yes
General Administration Directions Clarifies in Student's Native Language	By Test Administrator	Yes
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language	By Test Administrator	Yes
Scribing or Speech-to-Text: Responses Dictated for the Mathematics Assessments in English	By Test Administrator	Yes
Word to Word Dictionary (English/Native Language)	School provided	Yes

When accommodations that a student normally uses are not available, the student does not need to be included in the field test. For example, Braille is not available for the field test. Therefore, students who need this accommodation are not expected to participate in the field test.

Refusal of Accommodations

If a student refuses an accommodation listed in his or her approved IEP, his or her 504 Plan, or his or her EL Plan (if applicable), the school must document in writing that the student refused the accommodation. However, the accommodation must be offered and remain available to the student during the test administration. This form must be completed and placed in the student's assessment 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 Coordinators should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation. In addition, the IEP, 504 Plan, or EL team (if applicable) may want to consider discussing this issue at the student's next meeting. Refer to **Appendix G**.

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, an emergency accommodation form must be completed and submitted to the appropriate state agency staff for approval. 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 Field Test window (e.g., a student breaks his or her arm and needs a scribe). If the School Test Coordinator determines that a student requires an emergency accommodation, a Student Emergency Accommodation form must be completed and submitted to the appropriate state agency staff for approval. A copy of this form must be filed in the student's assessment records and a copy must be retained at the state level. Refer to in **Appendix G**.

PARCC states will review requests for emergency accommodations in their respective states and will provide approval after determining whether the accommodation would result in a valid score for the student, using guidelines comparable across PARCC states.

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 in their respective states on an individual basis and provide approval only if they determine that the accommodation will result in a valid score for the student using comparable guidelines across PARCC states. In the *PARCC Accessibility Features and Accommodations Manual*, refer to **Appendix G**.

All Unique Accommodation forms must be received by each PARCC state assessment office **at least six weeks before the PARCC Field Test begins** (February 7, 2014 for PBA and March 21, 2014 for EOY).

Test Administration Protocol for the Read-Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for Mathematics Assessments
(listed as Appendix B on PARCC Online)

In cases where a student requires a text-to-speech accommodation on the PARCC English Language Arts/Literacy **or** Mathematics assessments, but cannot participate in the computer-based assessment and takes the paper-pencil assessment instead, a **human reader** must provide the accommodation to the student. Human readers who provide the oral reading accommodation to a student on the PARCC English Language Arts/Literacy or Mathematics assessments must follow the procedures described below during testing to ensure standardization in the oral presentation of the assessments to a student.

Procedures for Human Readers Providing the Read-Aloud Accommodation

1. Readers must be trained locally for each assessment, as indicated in the PARCC Test Administration Manual (TAM). Readers must sign a PARCC Security Agreement.

2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen), without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.

3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation and without vocal inflection. Readers should be provided a copy of the test and the examiner's directions no more than one day prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Readers must refer to the *PARCC English Language Arts/Literacy Audio Style Guide* and/or the *PARCC Mathematics Audio Style Guides*, available at http://parcconline.org/parcc-accessibility-features-and-accommodations-manual and provided in Appendices I and J, to ensure consistency in how items are read.

5. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.

6. Readers may repeat passages and test items, as requested, according to the needs of the student. Readers should not rush through the test and may ask the student if they are ready to move to the next item.

7. Readers should not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.

8. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

9. Readers must be familiar with the student's Individualized Education Program (IEP) or 504 Plan, and should know in advance which accommodations are required by the student. In addition, educational teams must also consider if a student has the accessibility feature for the mathematics assessment. The student may require all or part of the test to be read aloud, depending on what is listed in the student's plan.

10. Readers must recognize that students may require additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, abacus, brailler, slate, stylus, etc.

11. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.

12. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, the reader must spell the word after pronouncing it.

13. Readers must spell any words requested by the student.

14. When reading passages, readers must be alert to punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated. Readers may read all or part of the passage, question, response option, etc. as often as the student requests.

15. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines…," then read the lines to the student, followed by question X and the response options.

16. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.

17. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.

18. If the student chooses an answer before the reader has read all the answer choices, the human reader must ask if the student wants the other response options to be read.

19. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

Procedures for Providing the Read-Aloud Accommodation for ELA/Literacy Assessments or Accessibility Feature for the Mathematics Assessments to a Small Group of Students

Human readers may read the test aloud to a small group of students, provided that each student has an IEP or 504 Plan or Personal Needs Profile (in the case of mathematics only) that includes the read-aloud accommodation for ELA/Literacy Assessments or Accessibility Feature for the Mathematics Assessments.

The following procedures must be followed:

- **Check individual state policies on the maximum allowable number of students in a read-aloud group. Note:** Students who receive the read-aloud accommodation and take the computer-delivered assessment may be tested in an unlimited group size, because they will receive the read-aloud accommodation as text-to-speech through headphones.
- If students are taking the paper-pencil assessment, students grouped together must be taking the **same test form**, because test questions will differ on each form of the test.
- Students not receiving the read-aloud accommodation may not be tested in the same location as students receiving the reading access accommodation.

Protocol for the Use of the Scribe Accommodation (listed on PARCC Online as Appendix C)

Scribing a student's responses by an adult Test Administrator is considered a response accommodation that allows students to give their test responses to an adult Test Administrator who writes or types the responses directly onto the actual assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- verbally,
- using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board),
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing,
- pointing, or
- eye-gazing

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who can write, but have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

Students should have the inability to express through writing/keyboarding documented in evaluation summaries from locally-administered diagnostic assessments, as well as in the student's IEP or 504 Plan, and should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP or 504 team.

Please note: If a student requires a scribe as a result of an emergency accommodation, these guidelines must be followed.

The use of a scribe is permitted in the following PARCC assessments:

- Mathematics;
- English Language Arts/Literacy assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items (but **not** Prose Constructed Response items),
- English Language Arts/Literacy Assessments for Prose Constructed Responses.
  Note: For this accommodation, refer to guidelines in the *PARCC Accessibility Features and Accommodations Manual*

Qualifications for the Scribe
Individuals who provide the scribe accommodation to a student must:

- Be trained by the school or district, as indicated in the *Test Administrator Manual*
- Sign a PARCC Security Agreement Form
- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system.

Preferably, the scribe will be familiar with and have scribed for the student previously. If the scribe is *unfamiliar* with the student, the scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation to only one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must produce legible text, if transcribing into a test book.
- The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts of words, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record or draft the draft response or outline exactly as dictated without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate constructed responses either:

  1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
  2. Into a speech-to-text converter (e.g., voice recognition software, etc.), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or unto a paper-based book/answer document). A student must be given the opportunity to review his or her responses before they are finalized into the online testing platform or paper-based test book/ answer document.

- When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated the student, even if a change is incorrect. All changes must be made during the test session.

Additional Guidelines for the English Language Arts/Literacy Assessment– Prose Constructed Responses.

Capitalization and Punctuation
For the English Language Arts/Literacy Assessment–Prose Constructed Responses **only**, the student is responsible for all capitalization and punctuation. The student can either:

1. **After dictation:** The student can dictate the entire response at one time. The scribe will write/type the response *without* capitalization and punctuation. When the student is done dictating, the scribe will present the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.

2. **During dictation:** The student may add capitalization and punctuate as he/she dictates.

   a. For example, when stating the sentence "The *fox* ran." the student will say, "Capital T, the fox ran, period"

   b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, "The boy bought apples, oranges, and bananas." The student will say, "Capital T, the boy bought apples, comma, oranges, comma, and bananas, period"

   Note that students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

Rules for Capitalization

The *scribe can automatically capitalize* in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, period. The fox jumped, period." The scribe would write "The fox ran. The fox jumped."

2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The *student must specify* capitalization in the following cases:

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, the fox jumped, period." The scribe would write "The fox ran the fox jumped."

2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc).

Scribe Parameters During the Assessment

The following scribing practices are **acceptable**:

- The scribe may ask "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "no."
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

The following scribing practices are **unacceptable**:

- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., "First, set the equations equal to one another;" or, "Make sure that the equation is set equal to zero."
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content; e.g., "Is this the right way to set up the problem?" or "Can you tell me what this word means?"
- The scribe cannot alert the student to mistakes he/she made during testing.

Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of *classifiers*. Classifiers give descriptive information about a noun or verb such as location and kind.
- The interpreter will interpret the student response into written English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student.

All other acceptable scribing practices must be followed.

Guidelines for Transcribing Student Responses (Paper based testing only)

Certain situations involving scribing of responses during administration of PARCC assessments may require a Test Administrator to transcribe a student's response in a standard, scorable Test Booklet or Answer Document. These situations may include:

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

- At least two persons must be present during any transcription of student responses. One of the individuals must be an authorized Test Administrator.
- The student's response must be transcribed **verbatim** into the test book/answer document.
- The student's original response in any document (Test Booklet, Answer Document, other accommodation document such as blank paper) should be returned with secure test materials. The LEA Test Coordinator or School Test Coordinator should write "DO NOT SCORE—RESPONSES HAVE BEEN TRANSCRIBED" on the front of the Test Booklet, Answer Document, or other document and mark an "X" across the front and back covers using black marker. Return them with nonscorable test materials.
- Any original student responses that were printed from an assistive technology device must be securely shredded.

Procedures for Transcribing Student Responses for Computer based testing will be available on the PearsonAccess Support page in early February 2014

Use of Speech-to-Text/Voice-Recognition Software Device

Speech-to-text conversion, or voice recognition, software enables students to dictate responses into their computer microphone and to have the responses converted to printed text. For this

accommodation, students will use their own assistive technology devices equipped with speech-to-text/voice recognition software to respond to multiple-choice, open-ended items, and extended responses on the PARCC assessments. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the PARCC assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

Upon completion of a test, the student's responses should be printed out and the guidelines for transcribing student responses followed.

Guidance for Selecting and Administering the Extended Time Accommodation
(listed as Appendix E on PARCC Online)

What is the Extended Time Accommodation?

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For PARCC, this accommodation provides additional time for a student to complete the Performance-Based or End-of Year assessments beyond the time allotted for the test or test session. Students with disabilities, students who are English learners (EL), and students who are EL with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test session. **Single test sessions may not extend beyond one school day.*** (For exceptions, refer to **Appendix F:** Unique Accommodations Request Form.)

Who can benefit from the Extended Time Accommodation?

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:
- to process written text (e.g., for a student who processes information slowly or has a human reader)
- to write (e.g., for a student with limited dexterity)
- to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe)
- for a student who needs frequent breaks that may extend the time needed to complete testing.

Documenting the Extended Time Accommodation in a Student's Individualized Education Plan (IEP), 504 Plan, or if required by the PARCC member state, an EL Plan

For PARCC purposes, extended time must be documented in a student's IEP, 504, or if required by the PARCC member state, an EL Plan based on data or observations of the student's performance in past assessments. Where possible, each student's IEP, 504, or if required by the PARCC member state, an EL Plan should document the amount of extended time anticipated for PARCC assessments. Decisions regarding extended time should align with State policies and must be made on a case-by-case basis, based on the student's needs, any other accommodations being provided, and the assessment for which the extended time will be needed. Teams should consider whether the built-in overage time provided (refer to the PARCC Test Administration Manual) will meet the student's needs prior to including a provision for extended time in student plans.

Planning and Logistics for Administering the Extended Time Accommodation

Students who require this accommodation *should* need to take the test in a separate setting to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The planning process includes consideration of additional accommodations, available technology, physical space, and personnel coverage, all of which will need to be determined well in advance of testing.

Procedure for Ending the Extended Time Accommodation with Students

Students with an Extended Time Accommodation must be given a session in a **continuous block of time** and may not be brought back to that session at a later time. If the accommodation extends into the student's schedule lunch, then the Test Administrator must either accompany the student to lunch and remain with him or her or lunch can be brought to the testing room. If the Test Administrator observes that the student is no longer productively engaged, an inquiry may be made regarding testing status. Once the extended time provision is exhausted, the Test Administrator should proceed to the next test session or end the testing process.

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Unique Accommodation Request Form
(listed as Appendix F on PARCC Online)

Instructions: 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 the PARCC member state, an English Learner (EL) Plan, for an English learner.

To request approval for a unique accommodation, this form must be completed and submitted to the PARCC member state by the principal or designee or District Assessment Coordinator, as required by the PARCC member state, **at least four 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.

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 ☐ 504 Plan ☐ English Learner 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 on a PARCC Assessment
(listed as Appendix G on PARCC Online)

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 PARCC member state, please 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.

District: _____   School Name: _____

Student Name: _____   SASID#: _____

Grade: _____

Name and Title of Person Completing this Form:

_____   _____
Staff Member's 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 Member's Name   *Title/Position*

_____   _____
Principal Signature   *Date*

_____   _____
Local Accountability Coordinator Signature   *Date*
(if appropriate or required)

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Student Accommodation Refusal Form
(listed as Appendix H on PARCC Online)

If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 Plan, or if required by the PARCC member 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 the PARCC member state, an English Learner Plan.

Student Name: _____ **Date**: _____

Grade: _____ **Student ID#**: _____

School Name: _____

School District/LEA:_____

PARCC Assessment:_____

Test Administrator:_____ _____

Accommodation(s) refused:_____

_____

Reason for refusal:_____

_____

_____

Comments:

_____

_____

Student's Signature *(optional):* _____

Signature of Test Administrator: _____

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

Appendix G

State-by-State Addendum

Arkansas

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals but must be trained in test security, administration policies, and procedures.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits • PARCC, Inc. may conduct observation visits, but must be arranged through state and LEA prior to observation.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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 Testing Irregularity/Security Breach form, available in **Appendix B**, to District Test Coordinator within two school days. The District Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed 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 agreement must be submitted to the District Test Coordinator. While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	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.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• 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 Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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 above).

Arizona

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be certified education professionals. • 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 Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for six 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• 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 Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and and use allowable materials (refer to list above).

Colorado

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. (STCs do need to be district/school employees). • Test Administrators must be certified education professionals. • 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 Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits, if state and LEA notified in advance.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• 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)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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 (refer to list above).

District of Columbia

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals, but all proctors must be trained in test administration procedures by authorized personnel at the LEA. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• Monitors from OSSE may conduct observation visits. • PARCC, Inc. may conduct observation visits, but must be arranged through state and LEA prior to observation.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach, as aligned to the DC Test Integrity Guidelines. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. LEAs must also submit Security Agreements to the State, as aligned to the DC Test Integrity Guidelines.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Pens or colored pencils As aligned to the DC Test Integrity Guidelines; testing materials must be collected by Test Administrator prior to student having these materials.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the Test Administrator dismisses the student. b) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above). As aligned to the DC Test Integrity Guidelines; testing materials must be collected by Test Administrator prior to students having access to a recreational book.

DC

Illinois

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K**) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	After student has checked his or her work, the student may sit quietly and read a recreational book.

Louisiana

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 administer accommodations.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal, or principal's designee, may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	After student has checked his or her work, the student may sit quietly and read a recreational book.

LA

Maryland

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	School Test Coordinators must be certified education professionals. ✔ 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*) Schools that use the principal as the STC must complete a waiver which is to be sent to the state Security Officer for approval. 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 Policies for Observation Visits	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 Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LAC immediately upon discovering testing irregularity/security breach. LAC contacts the state immediately upon receiving call when a Category 2 infraction has occurred. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LAC submits the form to the state when a Category 2 infraction has occurred.
State-specific Requirements for Maintaining Security Agreements	• The signed agreements (electronic or physical) must be maintained by the school for six years and a copy (either paper or electronic) of each agreement must be submitted to the LAC (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. • The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)

Issue	State Policy
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.

MD

Massachusetts

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be certified education professionals. • 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 Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K**) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• 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 Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

MA

Mississippi

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 Policies for Observation Visits	• 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.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.

MS

New Jersey

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observations visits only when accompanied by State Assessment Office representatives.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed).
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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.

MS

New Mexico

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators shall be appointed by the superintendent; trained by the District Test Coordinator. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Only Proctors may administer one-on-one accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	State monitors check for compliance with general testing procedures including TA and Proctor trainings, test administration, test security, records of accommodations, non-disclosure statements, etc. Advance notice is at the discretion of the state. PARCC, Inc. may conduct observation visits. LEAs will be given advanced notice of any observations.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School district personnel or someone suspecting an irregularity should promptly report the irregularity to the district test coordinator. Notification to the state shall be made within three (3) days of learning of the suspected irregularity to Assessment and Evaluation Bureau of the PED. The District Test Coordinator shall submit a written report to the Assessment and Evaluation Bureau of the PED that contains the allegation(s), his/her findings and corrective action taken, if any.
State-specific Requirements for Maintaining Security Agreements	The security agreement must be kept on file in the district/school as an assurance of the reviewer's agreement to nondisclosure for a period of 5 years.
State-specific Shipping Procedures for Paper-Based Materials	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.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed); no electronic books are allowed
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected)	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.

NM

New York

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K** Contact Information) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, found in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed. In addition, if the testing irregularity or breach includes possible testing misconduct by educators (teaching personnel and administrators), the incident must also be reported to the New York State Education Department's Test Security Unit through the submission of the online Incident Report Form available at http://www.forms2.nysed.gov/ohe/tsei/irf.cfm. Reporting parties should complete all portions of the Incident Report Form with clear, accurate information, and should provide contact information in the event that follow up is necessary.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	At the discretion of the Test Administrator: • Recreational books (subject matter of recreational books must be unrelated to content being assessed), or • Textbooks for subjects other than the one being tested, or • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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 use allowable materials (refer to list above).

NY

Ohio

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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. • Proctors do not need to be certified education professionals. Parents of students taking a test are not allowed to serve as a proctor.
State-specific Policies for Observation Visits	Only authorized persons are permitted in the testing room. The LEA will determine which persons are authorized.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, 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 Maintaining Security Agreements	The signed 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 this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	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.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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 Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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.

OH

Rhode Island

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• 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 Policies for Observation Visits	• State Assessment Office may conduct observation visits. • Local Education Agency (LEA) may conduct observation visits. • Principal/School Test Coordinator may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	• 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 Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	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 and use allowable materials (refer to list above).

RI

Tennessee

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals; however, they must be school employees. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals; however, if volunteers are used, they may not proctor a room with a family member as a student. Additionally, they may not handle secure test materials. • Proctors and/or teacher's aides may administer accommodations, provided they are school or district employees and receive training prior to administration. Proctors must always be under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office and/or CORE Offices may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	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 completes an RI for potential Security Breach through EdTools within two school days. The LEA Test Coordinator reviews and submits to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school 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.
State-specific Shipping Procedures for Paper-Based Materials	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 Materials Allowed ONLY AFTER a Student Has Completed Testing (more than one option may apply)	The following materials may be allowed at LEA discretion: • 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 • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER Testing is Complete (applies ONLY AFTER initial Session Time)	The following may be allowed at LEA discretion: • 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 read a recreational book.

TN

Appendix H
Sign

PARCC

Appendices

PARCC

TESTING

Please
Do Not Disturb

Appendix I
PearsonAccess User Roles and Permissions

Appendices

PearsonAccess User Roles and Permissions

The table below shows recommended PearsonAccess permissions that may be assigned to roles. For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide*.

	LEA/District Test Coordinator	School Test Coordinator	Test Administrator
Administrative Management			
Send User Account File	■	■	
Search/View User Account	■	■	
Add, Edit, Lock, Unlock, and Delete User Account	■	■	
Organizations			
View Organization	■	■	
Add Organization	■	■	
Edit and Delete Organization	■	■	
View Contacts and Test Administrations	■	■	
View Test Administration Details	■	■	
Student Data			
Send Student Data	■	■	
View Student Data	■	■	■
Add and Edit Student Data	■	■	
Test Management			
View Registered Students	■	■	■
Register Students; Edit and Remove Registrations	■	■	
Request Student Registration Extract	■	■	
Test Setup			
View Orders/Shipments	■	■	

Appendix J

Contact Information

Contact Information

PARCC State Contacts

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

State/Territory	Telephone	Email	Fax
Arizona	602-542-5031	PARCC@azed.gov	602-542-5467
Arkansas	501-682-4558	PARCC@Arkansas.gov	501-682-4886
Colorado	303-866-6849	boyd_s@cde.state.co.us	303-866-6680
District of Columbia	202-535-2651	osse.assessment@dc.gov	—
Illinois	866-317-6034	dfrederk@isbe.net	217-782-6097
Louisiana	225-342-3412	assessment@la.gov	225-342-1136
Maryland	410-767-0083	PARCC@msde.state.md.us	410-333-0052
Massachusetts	781-338-3625	parcc@doe.mass.edu	781-338-3630
Mississippi	601-359-3052	osa@mde.k12.ms.us	601-359-2471
New Jersey	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
New Mexico	505-827-5861	—	505-827-6689
New York	518-474-5902	parcc@mail.nysed.gov	518-474-1989
Ohio	614-466-1317	—	614-995-5568
Rhode Island	401-222-8494	parcc@ride.ri.gov	401-222-3605
Tennessee	615-741-0720	tned.assessment@tn.gov	—

PARCC Support Center

For questions about test administration, test materials, and using online systems, contact the PARCC Support Center.

PARCC Support Center
Telephone Number: **888-493-9888**
Fax Number: **319-341-5261**
Email: **PARCC@support.pearson.com**
Hours of Operation: **6:00 a.m.–8:00 p.m. CT, Monday–Friday**

Appendices