



Accessibility Features and Accommodations Manual, Third Edition

<http://parcconline.org/parcc-accessibility-features-and-accommodations-manual>

Presented by:
ISBE Division of Assessment

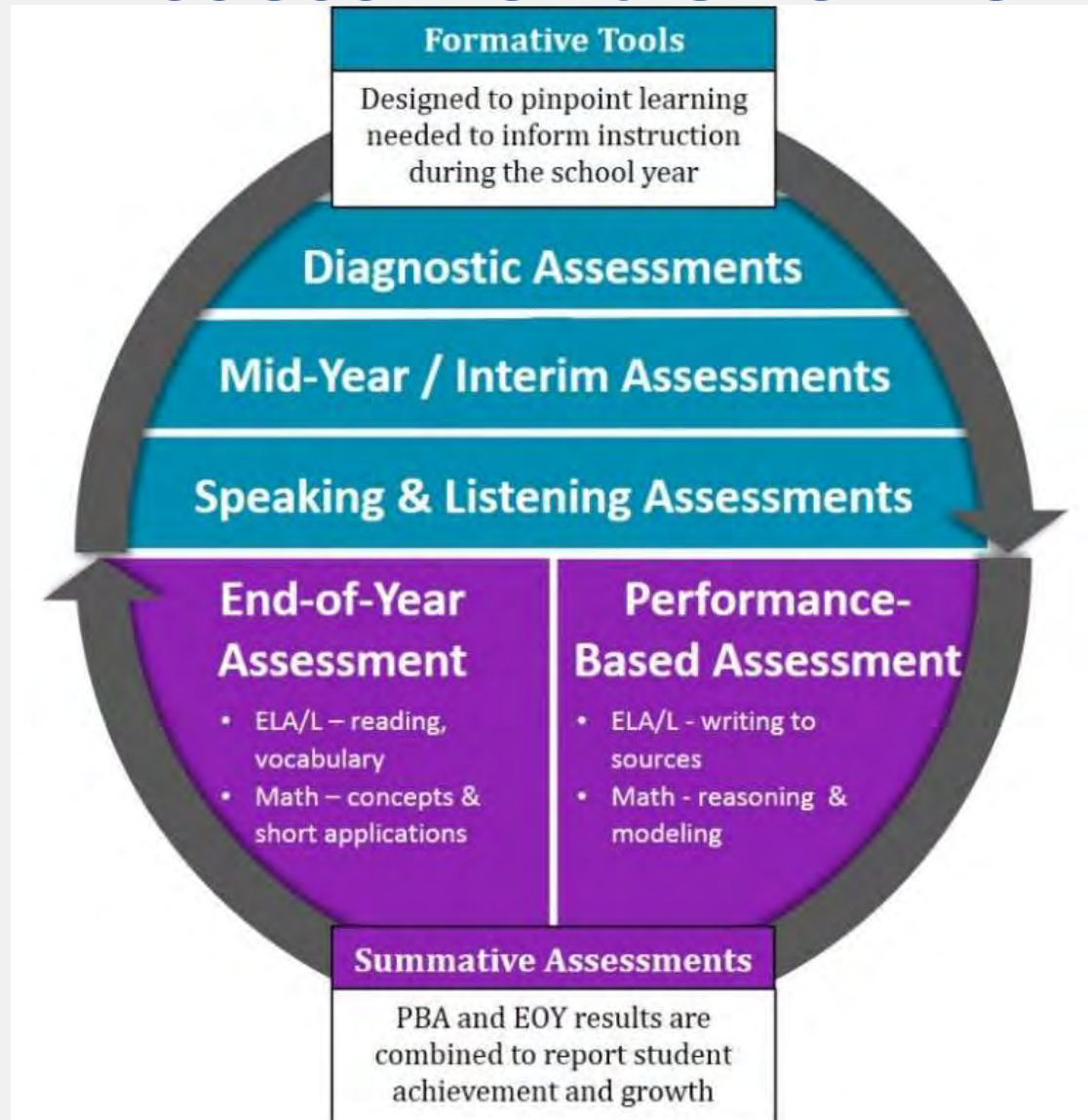
It's not about the test...

It's about what is right for ALL students to be college and career ready in a global society



PARCC is being written to measure student mastery towards what we value about the Common Core State Standards and teaching and learning.

Assessment Overview





Claims for ELA/Literacy

ELA/Literacy for Grades 3–11

Master Claim: Students are on-track or ready for college and careers

Major Claim: Reading Complex Text

Major Claim: Writing

**SC: Vocabulary
Interpretation
and Use**

**SC: Reading
Literature**

**SC: Reading
Informational
Text**

**SC: Written
Expression**

**SC: Conventions and
Knowledge of Language**

SC: Research

**AF&A Manual
pages 11-12**



Claims for Mathematics

Master Claim: Students are on-track or ready
for college and careers

Sub-claim A: Students **solve problems involving the major content** for their grade level with connections to practices

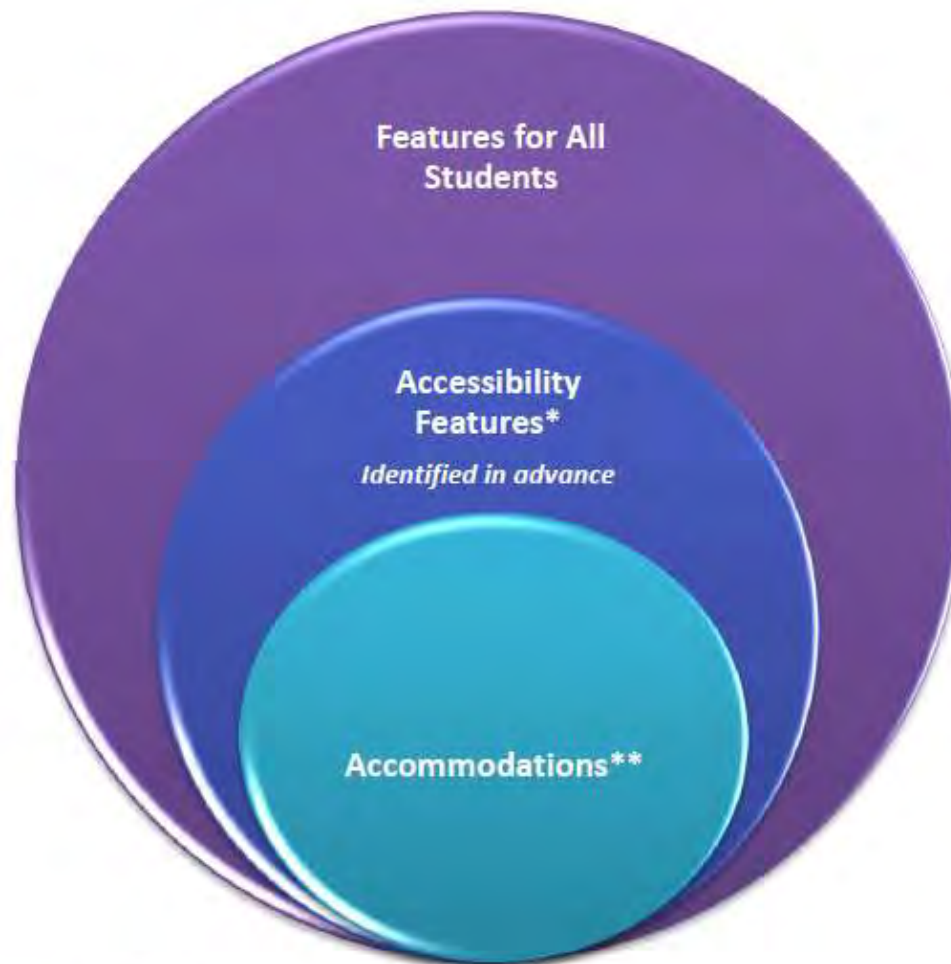
Sub-Claim B: Students **solve problems involving the additional and supporting content** for their grade level with connections to practices



Sub-claim C: Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Sub-Claim D: Students solve real world problems engaging particularly in the **modeling practice**

PARCC Accessibility System



** Available to all participating students*

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

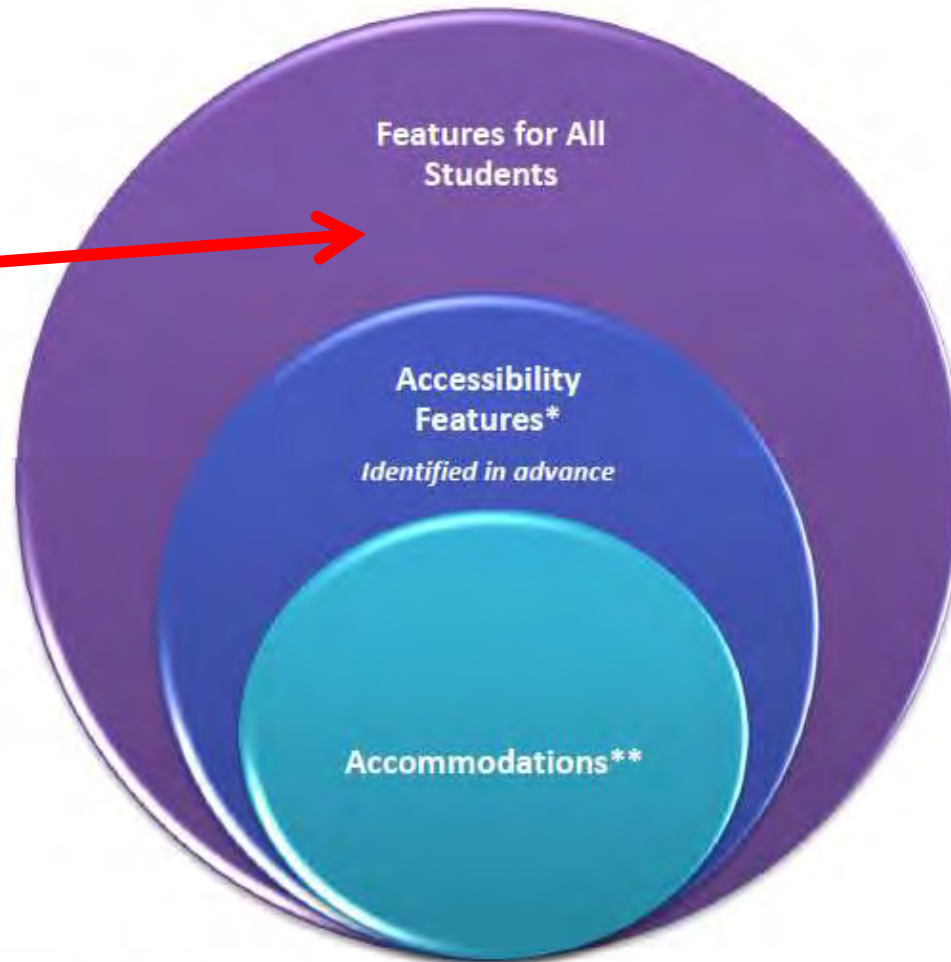


Accessibility Features



PARCC Accessibility System

Accessibility Features
for All Students



** Available to all participating students*

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



Accessibility Features for **ALL** Students

- Tool, support, scaffold, or preference accessible by **any student**
- Universal Design features
- Onscreen – toolbar or menu

Accessibility Feature for All Students – Eliminate Answer Choices (1e)

←

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Review

Flag

ⓧ

ⓧ

Guest

HOME / GRADE 8 ELA/LITERACY / SESSION 1 / 1 OF 23

Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

Read the passage from the novel *Confetti Girl*. Then answer the questions.

from *Confetti Girl*
by Diana López

1 Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails

Part A

What is the meaning of the word **sarcasm** as it is used in paragraph 18 of *Confetti Girl*?

- ☐ A. a remark indicating mockery and annoyance
- ☐ B. a response that is meant to be taken literally
- ☐ C. an answer that indicates confusion or skepticism
- ☐ D. an observation that is silly and childish

Accessibility Feature for All Students – Line Reader Tool (1k)



← → Review Flag

HOME / GRADE 11 ELA/LITERACY / SESSION 1 / 2 OF 17

Guest

View Available Tests
TestNav Home
Magnifier
Show/Hide Line Reader
Logout of TestNav

Line Reader

Today you will read and analyze passages from two novels. As you read these texts, you will gather information and answer questions about each text individually and about the relationship between the texts, so you can write an analytical essay.

Read the passage from the 1928 novel *Quicksand* by African-American author Nella Larsen. Then answer the questions.

from *Quicksand*
by Nella Larsen

1 Helga Crane felt no regret as the cliff-like towers faded. The sight thrilled her as beauty, grandeur, of any kind always did, but that was all.

2 The liner drew out from churning slate-colored waters of the river into the waves. The small seething ripples on the surface became little waves. It was evening. In the western sky was a pink and mauve light, which faded gradually into a soft gray-blue

From the list, select the **four** statements that accurately describe elements of the story. Drag the statements to the table below and place them in the correct order into the boxes.

Helga Crane is glad to be invited to dine with the purser at his table.

Helga Crane recalls Dr. Anderson and struggles with her feelings toward him.

Helga Crane has a specific concern upon docking, but her concern turns out to be unfounded.

Helga Crane experiences a feeling of relief as her ship sails away from New York City.

The narrator details the history of Helga Crane's relationship with Dr. Anderson.

The narrator describes Helga Crane's reaction to the physical layout of the ship as well as distinguishing features of its design.

The narrator compares Helga Crane's feelings with those of the other passengers on the day that the ship is to dock.

Accessibility Feature for All Students – Line Reader Tool (1k)

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Review

Flag

⏮

⏭

Guest

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HOME / GRADE 11 ELA/LITERACY / SESSION 1 / 2 OF 17

Today you will read and analyze passages from two novels. As you read

From the list, select the **four** statements that accurately summarize major

you can write an analytical essay.

Read the passage from the 1928 novel *Quicksand* by African-American author Nella Larsen. Then answer the questions.

from *Quicksand*

by Nella Larsen

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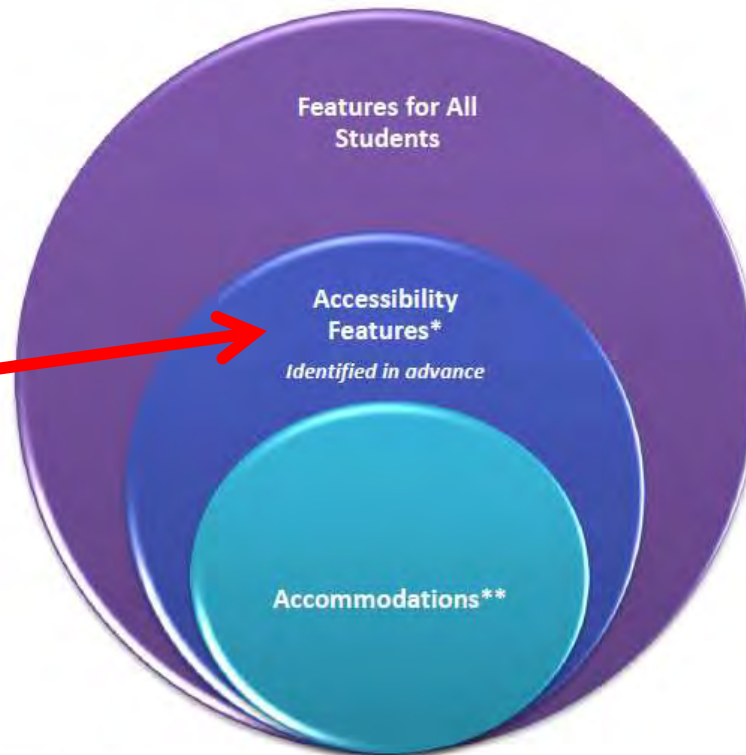
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PARCC Accessibility System

Accessibility Features
for All Students,
Identified in Advance
through a PNP




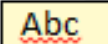
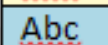
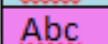
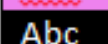
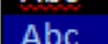
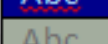
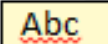
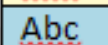
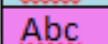
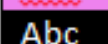
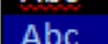
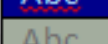

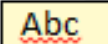
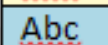
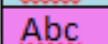
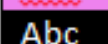
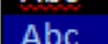
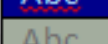
** Available to all participating students*

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

Accessibility Features for All Students – *Identified in Advance*

- Students requiring additional accessibility
- Identified in Advance in the PNP Online Layout (*During Test Registration Process*)
- Indicated by the word “Yes” in the third column of Table 1 in the Manual



Support	Administration Guidelines	Identified in Advance in the PNP Online Layout (During Test Registration Process)												
1a Answer Masking ⁹	The student electronically “covers” answer options, as needed. When enabled, answers will be masked. The student will uncover answer options when ready.	Yes 												
1b Audio Amplification	The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student must be tested in a separate setting if unable to wear headphones.													
1c Color Contrast (Background/Font Color)	Alternate onscreen background and/or font color is enabled via the PNP based on need or preference. Student can adjust during the assessment. <table><tr><td></td><td>Black on Cream</td></tr><tr><td></td><td>Black on Light Blue</td></tr><tr><td></td><td>Black on Light Magenta</td></tr><tr><td></td><td>White on Black</td></tr><tr><td></td><td>Light Blue on Dark Blue</td></tr><tr><td></td><td>Gray on Green (Low Contrast)</td></tr></table>		Black on Cream		Black on Light Blue		Black on Light Magenta		White on Black		Light Blue on Dark Blue		Gray on Green (Low Contrast)	Yes 
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	Gray on Green (Low Contrast)													

Accessibility Features Identified in Advance through a PNP

– Answer Masking (1a)

The screenshot shows the TestNav user interface. At the top, there is a navigation bar with buttons for 'Review' and 'Flag', and a set of icons for navigation and editing. The breadcrumb trail reads 'HOME / PARCC SAMPLE SET TUTORIAL / PARCC SAMPLE SET TUTORIAL / 5 OF 11'. On the right, a user menu is open, showing options like 'View Available Tests', 'TestNav Home', 'Change the background and foreground color', 'Magnifier', 'Show/Hide Line Reader', 'Answer Masking' (which is highlighted in blue), and 'Logout of TestNav'. A link 'Enable/Disable Answer Masking' is also visible. The main content area is titled 'Answer Masking' and explains that this feature allows users to choose which answer choices are visible. It includes instructions on how to unmask an answer by clicking an eye icon and how to mask it again. Below this, there are four multiple-choice questions for practice.

← → Review Flag

HOME / PARCC SAMPLE SET TUTORIAL / PARCC SAMPLE SET TUTORIAL / 5 OF 11


Guest


- View Available Tests
- TestNav Home
- Change the background and foreground color
- Magnifier
- Show/Hide Line Reader
- Answer Masking**
- Logout of TestNav

[Enable/Disable Answer Masking](#)

Answer Masking

Answer Masking on multiple choice items will allow you to choose which answer choices will show on the screen.

By choosing the eye  on the right end of the masked response, the answer is unmasked.

To cover the answer choice again, select the eye  again.

Try masking and unmasking the answer choices below.

- ☐ A. Try masking this response.
- ☐ B. Mask this response, then unmask it.
- ☐ C. Leave this response alone.
- ☐ D. Mask this response, then unmask the first response.

Accessibility Features Identified in Advance through a PNP

– Answer Masking (1a)

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Review

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Guest


HOME / PARCC SAMPLE SET TUTORIAL / PARCC SAMPLE SET TUTORIAL / 5 OF 11

Part B: Using Tools


Answer Masking


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To cover the answer choice again, select the eye  again.

Try masking and unmasking the answer choices below.









Accessibility Features Identified in Advance through a PNP

– Answer Masking (1a)



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Review

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Guest

HOME / PARCC SAMPLE SET TUTORIAL / PARCC SAMPLE SET TUTORIAL / 5 OF 11

Part B: Using Tools

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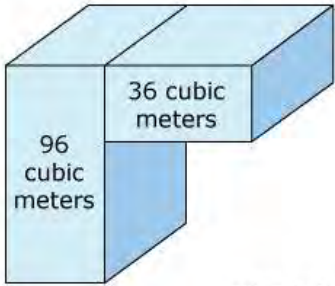
Accessibility Features Identified in Advance through a PNP

– Color Contrast (Background/Font Color) (1c)



HOME / PARCC SAMPLE SET GRADE 3-5 MATH / GRADE 3-5 MATH SAMPLE ITEMS / 6 OF 6

A large tank at the state aquarium is shown. There are two rectangular prisms which form the large tank.



not to scale

Part A

What is the volume of the large tank?

Enter your answer in the box.

cubic meters

Guest

- View Available Tests
- TestNav Home
- Change the background and foreground color**
- Magnifier
- Show/Hide Line Reader
- Logout of TestNav

Contrast Settings

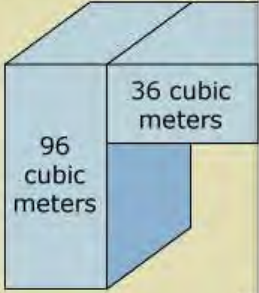
Accessibility Features Identified in Advance through a PNP

– Color Contrast (Background/Font Color) (1c)

← → Review Flag

HOME / PARCC SAMPLE SET GRADE 3-5 MATH / GRADE 3-5 MATH SAMPLE ITEMS / 6 OF 6

A large tank at the state aquarium is shown. There are two rectangular prisms shown.



96 cubic meters

36 cubic meters

Part A

What is the volume of the large tank?

Enter your answer in the box.

cubic meters

Contrast Settings

- ☐ No Adjustment
- ☒ Black on Cream
- ☐ Black on Light Blue
- ☐ Black on Light Magenta
- ☐ White on Black
- ☐ Light Blue on Dark Blue

Continue →

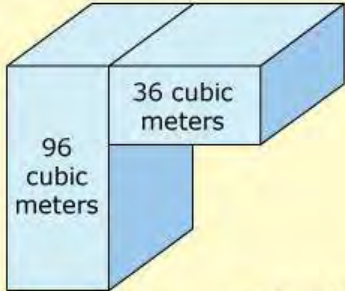
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Part A

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Enter your answer in the box.

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Support		Administration Guidelines	Identified in Advance in the PNP Online Layout (<i>During Test Registration Process</i>)
1p	External Spell Check Device	The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.	
1q	Text-to-Speech for the Mathematics Assessments	Test is read aloud to the student using embedded text-to-speech software. Student must be tested in a separate setting if unable to wear headphones.	Yes
1r	Human Reader or Human Signer for the Mathematics Assessments	<p>In special cases where a test administrator reads aloud to a student (human reader or human signer), the student must be tested in a separate setting.</p> <p>Human Readers providing the read aloud accessibility feature must refer to Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments; and Appendix J: PARCC Mathematics Audio Guidelines Version 3.0.</p>	Yes

Accessibility Features Identified in Advance through a PNP

– Text-to-Speech for the Mathematics Assessments (1q)

← → Review Flag ↩ ✎ ✎ ✕ Guest ⌵

HOME / MATH PARCC SAMPLE GR 3-5 / SECTION 1 / 1 OF 2

For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. The equation shows a way to determine the number of students that will be in each van.

$$72 \div 9 = ?$$

The given equation can be rewritten using a different operation.



Use the drop-down menus to select the operation and the numbers to complete the equation.

Choose... ⌵

Choose... ⌵

Choose... ⌵

= 72

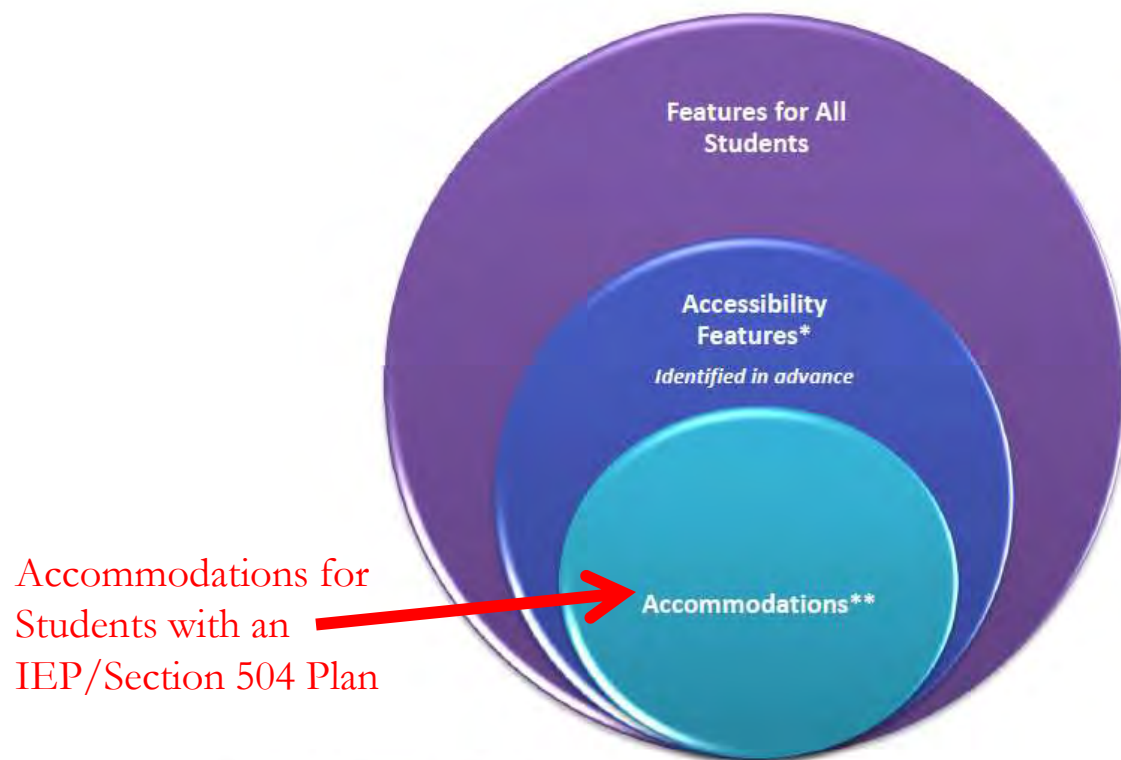


Administrative Considerations for All Students



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

PARCC Accessibility System



** Available to all participating students*

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



Accommodations





Presentation Accommodations

Alter the method or format used to administer the PARCC assessment



2i	Text-to-Speech for the ELA/Literacy Assessments, including items, response options, and passages¹²	<p>A student receives an audio representation of the ELA/literacy assessment via text-to-speech, screen reader software, embedded ASL video, or a human reader/signer.</p> <p>The text-to-speech, ASL video, human reader, and human signer accommodations are intended to provide access to printed or written texts in the PARCC ELA/literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.</p>
2j	Screen Reader Version for ELA/Literacy, including items, response options, and passages¹²	<p>The screen reader accommodation is intended to provide access to the PARCC ELA/literacy assessments to students who are blind or have visual impairments and have not learned (or are unable to use) braille.</p>
2k	ASL Video for the ELA/Literacy Assessments, including items, response options, and passages¹²	<p>Note: If headphones are <i>not</i> used for text-to-speech, screen reader, or the ASL video, the student must be tested in a separate setting. In special cases where a test administrator reads aloud to a student due to a disability (human reader or human signer), the student must be tested in a separate setting.</p>
2l	Human Reader/Human Signer for the ELA/Literacy Assessments, including items, response options, and passages¹²	<p>IEP teams or 504 coordinators may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind or visually impaired and has not learned (or is unable to use) braille. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p>

Accommodations for Students with an IEP/Section 504 Plan

– Text-to-Speech for ELA/Literacy Assessments (2i)

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Review

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Guest

HOME / ELA PARCC SAMPLE GR 3-5 / SECTION 1 / 1 OF 2

Read the passage from “The Cricket and the Cougar” and answer the questions.

from “The Cricket and the Cougar”
by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, “Oh, please don’t step there. That’s my house, and with one step more you will destroy it.”

2 The cougar looked down and saw a little cricket sitting on the log. He roared, “And is it you, weak little creature, that dares to tell me where to step? Don’t you know that I am king of the beasts?”

3 “You may be king of the beasts, but I am king of my house, and I don’t want you to break it down, king or no king.”

4 The cougar was amazed at such daring. “Don’t you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?”

5 “I may be weak, but I have a cousin no bigger than I am, who can master you in a fight.”

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

☐ A. understand

☐ B. conquer

☐ C. befriend

☐ D. frighten

Part B

Which detail from the story best supports the answer to Part A?

☐ A. “Don’t you know that I am king of the beasts?”

☐ B. “Well, little boaster, you have that cousin here to-morrow...”

☐ C. “Then he felt a stinging. ‘Oh, oh!’ he roared, ‘get out of my ear!’”

☐ D. “The cricket sat on a log and looked on.”

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Accommodations for Students with an IEP/Section 504 Plan

– Text-to-Speech for ELA/Literacy Assessments (2i)

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Review

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Guest

HOME / ELA PARCC SAMPLE GR 3-5 / SECTION 1 / 1 OF 2

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☐ D. “The cricket sat on a log and looked on.”

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Response Accommodations

Allow use of alternative methods to provide answers to test items



**AF&A Manual
page 37-42**

3d	Calculation Device and Mathematics Tools (on Calculator Sections of Mathematics Assessments)	<p>A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) on the calculator section of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>
		<p>Specific calculation devices must match the final PARCC Calculator Policy. Allowable calculators include:</p> <ul style="list-style-type: none"> • <u>Grades 3-5</u>: No calculators allowed • <u>Grades 6-7</u>: Four-function with square root and percentage functions • <u>Grade 8</u>: Scientific calculators • <u>High School</u>: Graphic calculators (with functionalities consistent with TI-84 or similar models) <p>Students with visual impairments may need other mathematical tools such as a large print ruler (embedded PARCC ruler is designed in 18 point font), braille ruler, tactile compass or braille protractor. Note that braille mathematics kits will include the appropriate grade level braille ruler and braille protractors.</p>
3e	Calculation Device and Mathematics Tools (on Non-calculator Sections of Mathematics Assessments)	<p>A student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p> <p>For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division), this accommodation allows a calculation device to be used on non-calculator mathematics assessment sections. The accommodation would be permitted on test sections for which calculators are not allowed for other students.</p> <p>IEP teams and 504 coordinators should carefully review the following guidelines for identifying students to receive this accommodation.</p>

Accommodations for English Learners



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page 44-48**

Table 5. Guidance on Selection of Accommodations for English Learners on PARCC Assessments¹⁸**KEY for Table 5:**

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

Accommodations	Most likely to benefit English learners at this ELP Level		
	Beginning	Intermediate	Advanced
Extended time	●	●	●
Word-to-Word Dictionary (English/ Native Language)	○	●	●
Mathematics Response Speech-to-Text			
Mathematics Response Human Scribe	●	⊙	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Clarified as Needed in Student's Native Language (by test administrator)	●	⊙	○
Online Translation of the Mathematics Assessment in Spanish (or other translated languages as needed) ¹⁹	●	⊙	○
Paper-Based Edition of the Mathematics Assessment in Spanish (or other translated languages as needed)	●	⊙	○



Timing and Scheduling Accommodations

- Extended time
- Changes in test administration schedule





Extended Time Accommodation & 2014-2015 PARCC Unit Times

The Extended Time Accommodation is intended for students with disabilities or EL students who are expected to work beyond the **UNIT TESTING TIME**.

<http://www.isbe.net/assessment/pdfs/2015/parcc/parcc-unit-times14-15.pdf>

PARCC UNIT TIMES

Use the charts below for scheduling. The majority of students will complete each unit in the Estimated Time on Task. However, schools must plan for the full unit time so that all students have the opportunity complete the test.

Unit Testing Time is the amount of time any student who needs it must be provided to complete the unit. It is the amount of testing time schools must schedule for each unit.

Estimated Time on Task is the approximate amount of time, based on data from the field test, in which the majority of students may complete a unit. It is provided for informational purposes only.



Extended Time Accommodation & 2014-2015 PARCC Unit Times

		PBA Unit 1	PBA Unit 2	PBA Unit 3	EOY Unit 1	EOY Unit 2
GRADE 3 ELA	Unit Time	75	75	60	75	-
	<i>Est. Time on Task</i>	<i>50</i>	<i>50</i>	<i>40</i>	<i>50</i>	<i>-</i>
GRADE 3 MATH	Unit Time	75	75		75	75
	<i>Est. Time on Task</i>	<i>50</i>	<i>50</i>		<i>50</i>	<i>50</i>
GRADES 4-5 ELA	Unit Time	75	90	60	75	-
	<i>Est. Time on Task</i>	<i>50</i>	<i>60</i>	<i>40</i>	<i>50</i>	<i>-</i>
GRADES 4-5 MATH	Unit Time	80	70		75	75
	<i>Est. Time on Task</i>	<i>55</i>	<i>50</i>		<i>50</i>	<i>50</i>



Extended Time Accommodation & 2014-2015 PARCC Unit Times

GRADES 6-8 ELA	Unit Time	75	90	60	60	60
	<i>Est. Time on Task</i>	50	60	40	40	40
GRADES 6-8 MATH	Unit Time	80	70		80	75
	<i>Est. Time on Task</i>	55	50		60	50
ELA I, II, III	Unit Time	75	90	60	60	60
	<i>Est. Time on Task</i>	50	60	40	40	40
ALGEBRA I GEOMETRY INTEGRATED MATH I, II	Unit Time	90	75		80	75
	<i>Est. Time on Task</i>	60	50		60	50
ALGEBRA II INTEGRATED MATH III	Unit Time	90	75		90	75
	<i>Est. Time on Task</i>	60	50		60	50



Unique/Emergency Accommodations

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pages 29-30

- Unique situations
(Appendix F – submit to ISBE at least 6 weeks in advance of testing)
- Emergency situations (Appendix G – keep on file locally; do not submit to ISBE)
- Small number of students



Decision-making Process

- **Five-step process to determine accessibility features and accommodations**
 - Step 1: Expect all students to achieve
 - Step 2: Learn about accessibility features and accommodations
 - Step 3: Select accessibility features and accommodations
 - Step 4: Administer accessibility features and accommodations
 - Step 5: Evaluate and improve accessibility features and accommodations use





Step 3: Select Accessibility Features and Accommodations for Individual Students

- Discuss which features might assist students during instruction
- Determine which to “try out”
- Document and evaluate effectiveness
- Adjust
- Determine which features should be used on PARCC

Accessibility and Accommodations

- Accessibility features and accommodations should be available for all devices.
- <http://parconline.org/parcc-accessibility-features-and-accommodations-manual>
- <http://www.isbe.net/assessment/parcc.htm>
- To join the Assessment Listserv, send a *BLANK* email to assessment@isbe.net with the word SUBSCRIBE in the subject line.



Contact

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