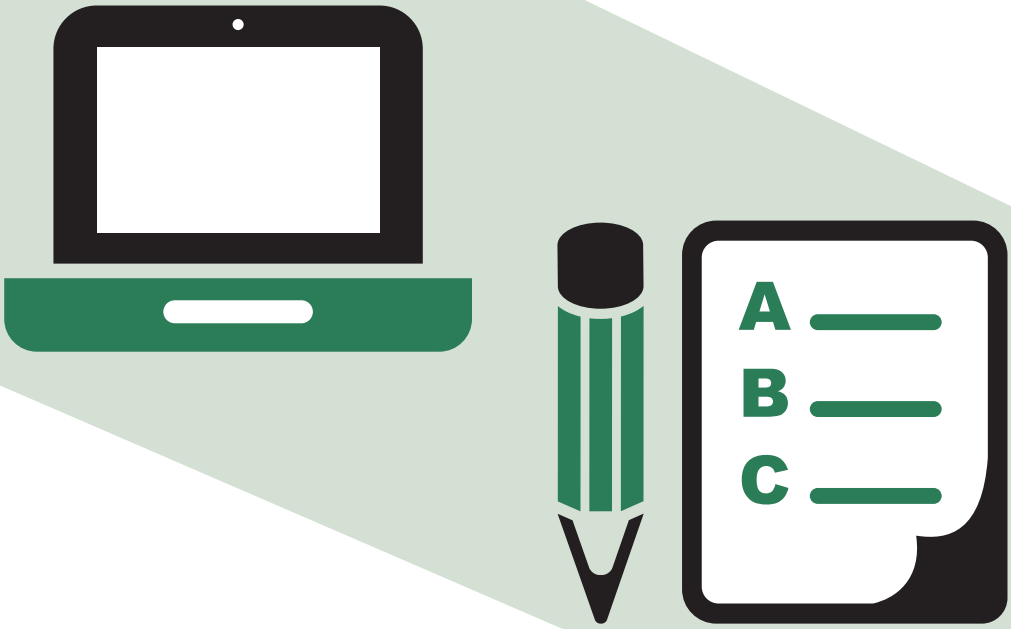
PARCC

# TEST COORDINATOR MANUAL




## 2016–2017

### FALL BLOCK/SPRING ADMINISTRATION

**Computer-Based & Paper-Based Testing**
**Math & English Language Arts/Literacy**

**PARCC Contact Information**

| For Questions About | Who to Contact | Contact Information and Resources |
|---|---|---|
| • Technology, including PearsonAccess$^{next}$ and TestNav<br>• Test administration<br>• Test materials | PARCC Support Center | **Web:** parcc.pearson.com<br>Manuals: http://parcc.pearson.com/manuals-training/<br>Training Modules: https://parcc.tms.pearson.com<br>**Hours:** 5:30 a.m.–6:30 p.m. Central<br>**Email:** PARCC@support.pearson.com<br>**Telephone:** 888-493-9888<br>**Chat:** Log in to PearsonAccess$^{next}$ and select **Click here for Live Chat** under **Contact Us** in the right side panel. |
| • State-specific policies<br>• Test security | LEA or PARCC State Contact | Follow your state policies on who to contact (LEA or PARCC State Contact), available in **Appendix C**. |
| PARCC consortium | Parcc Inc. | **Email:** Questions@PARCConline.org |

# What's New for 2016–2017?

| New Content | Section |
|---|---|
| **1.** For computer-based testing, School Test Coordinators will need to take a new step called "prepare" sessions in PearsonAccess$^{next}$ before test sessions can be started. | Section 3.2 |
| **2.** For paper-based testing, schools will no longer need to match the form number of test booklets and answer documents. For accommodated testing, use the accommodated test materials that were shipped in the accommodation kit. | Section 3.1 |
| **3.** Test booklets and answer documents will be packaged in packs of five. | Section 3.1 |
| **4.** Materials must be shipped within business five days of the LEA testing end date. | Section 5.2.4 |
| **5.** The accommodation for use of calculators policy has been clarified and updated. | What's New in *AF&A Manual* (see Avocet: http://avocet.pearson.com/PARCC/Home) |
| **6.** The process to transfer students between LEAs/districts within a state has changed. | Section 4.1.6 & 4.2.5, PearsonAccess$^{next}$ User Guide |
| **7.** Beginning spring 2017, some states are transitioning to Unified English Braille (UEB). See **Appendix C** for your state's policy and transition plan. | Section 6.2 & **Appendix C** |
| **8.** For fall block testing **ONLY**: Students registered for paper-based testing will need ALL test materials ordered through the additional orders process, including test administration manuals. Any schools using computer-based tests will automatically be shipped any test materials needed. No automatic shipments for paper-based testing will be generated (except for the above noted materials) and no pre-ID labels will be provided for the fall block. Paper-based answer documents will need to be hand-gridded. | Sections 3.2.1, 3.10, 5.2.3 |

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# 1.0 Overview

The PARCC assessments will be administered in either computer-based (CBT) or paper-based (PBT) format. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions.

Each assessment comprises multiple units, and additionally, one of the mathematics units is split into two sections: a non-calculator section and a calculator section (grade 7 and high school only). Refer to Section 2.4 for additional information about the number of units for each assessment.

## 1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the PARCC assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

| | |
|---|---|
| | Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests. |
| | Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests. |

This manual also contains the policies related to test security and test administration that all school staff must follow.

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

References to documents on Avocet, PARCC's Documentation Library, are included throughout this manual. All Avocet documents can be found at http://avocet.pearson.com/PARCC/Home.

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts, which are also available as separate documents at Avocet at the link below. In addition to English, the scripts are translated into the following languages: Arabic, Chinese (Mandarin), Haitian Creole, Navajo, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. The translated scripts are available at http://avocet.pearson.com/PARCC/Home.

## 1.2 Roles of Individuals

**Local Education Agency (LEA)/District Test Coordinator (LTC)** is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. When testing issues arise, the LEA Test Coordinator is the main point of contact with your PARCC State Contact and the PARCC Customer Support Center. In some states, the LTC role may not exist. For these instances, the tasks for this role are the responsibility of the School Test Coordinator.

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

individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions, returning of all secure materials).

**Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment. Refer to **Appendix C** for your state's qualifications. States may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used.

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

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

Parents or legal guardians may NOT serve as a Test Administrator for their own child, unless otherwise specified by your state (refer to **Appendix C**). In addition, student teachers may NOT serve as Test Administrators.

**Proctor** is an individual who may be called on to help a Test Administrator monitor a test unit under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information about your state's policy.

| | |
|---|---|
| | A Proctor is recommended for all test sessions due to the nature of computer-based testing. |
| | A Proctor is recommended for all test sessions with more than 25 students. |

**Technology Coordinator (TC)** is an individual at the school or LEA/district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing ProctorCache
- Precaching test content
- Purging test content from ProctorCache
- Installing the TestNav application, if not using a browser-based TestNav
- Configuring TestNav in PearsonAccess$^{next}$
- Helping with the Student Registration/Personal Needs Profile (SR/PNP) file
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators

# 2.0 Test Security and Administration Policies

## 2.1 Maintaining the Security of Test Materials and Content

The administration of a PARCC assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials 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. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) certain specified materials after testing as described throughout Section 5.0.

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials, including mathematics reference sheets written on by students and scratch paper written on by students. Schools must maintain the Chain-of-Custody Form or tracking log of secure materials for at least three years unless otherwise directed by your state policy (refer to **Appendix C**). Copies of the Chain-of-Custody Form for computer-based testing can be found on http://avocet.pearson.com/PARCC/Home. Copies of the Chain-of-Custody Form for paper-based testing will be included in each LEA or school's test materials shipment.

Test Administrators are NOT to have extended access to test materials before or after administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

| | |
|---|---|
| | The following test materials are secure:<br>• Student testing tickets<br>• Mathematics reference sheets written on by students<br>• Scratch paper written on by students<br>• Human Reader scripts for mathematics (if applicable)<br>• Tactile graphics (if applicable) |
| | The following test materials are secure:<br>• Test booklets<br>• Answer documents (grades 4–high school)<br>• Large print and braille test booklets<br>• Mathematics reference sheets written on by students<br>• Scratch paper written on by students<br>• Human Reader scripts for mathematics (if applicable)<br>• Tactile graphics (if applicable) |

### 2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school, LEA, state, and PARCC policy.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer PARCC tests. Designate other school and/or LEA personnel as necessary to maintain a secure test administration and train them in PARCC security requirements.
- Keep secure testing materials in locked central storage when PARCC tests are not being administered.
- Monitor the receipt and distribution of all test materials.

To ensure the integrity of the test administration, School Test Coordinators may wish to periodically check student login records in PearsonAccess$^{next}$ to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.

### 2.1.2 Test Administrator Responsibilities for Maintaining Security

1. **Receive training in administering test units properly and securely.**
   - Review the *TAM* and all relevant test security requirements before administering test units.
   - Attend any training session(s) led by the STC/designee before test administration.
   - Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

2. **Administer all tests according to appropriate protocols.**
   - Administer tests during your state's testing window and in the prescribed order.
   - Follow the directions and read the scripts in the *TAM* verbatim to students.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
   - Provide students with all required test materials listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test unit, including after a student turns in his or her test materials, or during a break (See exception listed in Section 2.2.1).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, **a Test Administrator may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit**. A Test Administrator may not review test booklets and answer documents and/or confirm whether a student has responded to all test items.
   - Ensure that students are supervised during testing, including during breaks.
   - Ensure students are working only on the unit being administered. If a Test Administrator observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this can be a testing irregularity that must be reported to the STC. See **Appendix C** for your state's policy on how to handle these situations.

4. **Ensure that students do NOT participate in any form of cheating.**
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

5. **Do NOT provide unauthorized assistance to a student that could impact his or her answers.**
   - At any time during a test session, a Test Administrator may repeat a portion of the *TAM* script if necessary for clarification.
   - However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
     - Providing answers to a student
     - Indicating that a student has answered a question incorrectly or left a question blank
     - Defining words or providing synonyms
     - Spelling words
     - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
     - Altering, explaining, simplifying, or paraphrasing any test question, reading passages, writing prompt, or multiple-choice answer option
     - Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

6. **Follow proper test security procedures for providing accessibility features or accommodations.**
   - Ensure that students are ONLY provided accommodations that are listed specifically for use during PARCC testing in an approved IEP or a 504 plan, or an EL plan (if your state requires the use of a plan for EL students).
   - Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *PARCC Accessibility Features and Accommodations (AF&A) Manual*.

7. **Follow chain-of-custody requirements to return all test materials after testing.**

### 2.1.3 Security Forms

To document proper test administration and security procedures, the following forms may be used depending on your state policy:

- Chain-of-Custody Form
- Security Agreement
- Form to Report a Testing Irregularity or Security Breach
- Form to Report Contaminated, Damaged, or Missing Materials
- Post-Test Certification Form

According to your state policy, you may be required to submit security forms online or via email or fax. To submit a security form online:

- Go to pearsonaccessnext.com > **Support** > **Support Requests** > **Select Tasks** > **Create/Edit Requests** > **Start**.
- Select your **Organization** and **Category** from the drop down menus and provide a brief explanation in the field provided.
- Attach your security form by selecting the **Choose Files** button and selecting your form, and then click the blue **Create** button.

For your convenience, copies of the security forms are included as appendices in this manual, and templates are available at http://avocet.pearson.com/PARCC/Home. Refer to your state-specific policy in **Appendix C** for further instructions.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

### 2.2.1 Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Exception: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed.

    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Some states may require prior approval for this exception. Refer to **Appendix C** for your state's policy.

- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a test in PearsonAccess$^{next}$ during non-testing times without state approval
  - 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
  - Allowing students to test before or after your state's test administration window without state approval

- **Test Materials Irregularities**
  - Losing a student testing ticket
  - Losing a student test booklet or answer document
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for ELA/L which requires a Test Administrator to access passages or test items
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
  - 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 building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *TAM*
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom

- Allowing unauthorized visitors in the testing environment
  - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
  - Authorized Visitors—Visits by state assessment office monitors, LEA monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to **Appendix C** for details about observation visits for your state.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to your state policy in **Appendix C**. If an incident must be reported according to your state policy, follow the protocol outlined below:

- The incident must be reported to the School Test Coordinator immediately.
- The School Test Coordinator or LEA Test Coordinator contacts your PARCC State Contact, according to your state policy.
- The Form to Report a Testing Irregularity or Security Breach (available at http://avocet.pearson.com/PARCC/Home or refer to **Appendix D**) or another form designed by your state must be completed and submitted within two school days of the incident, unless otherwise directed by your LEA Test Coordinator or PARCC State Contact.
- If follow-up documentation is required by your LEA Test Coordinator or PARCC State Contact, complete any additional documentation.
- Occasionally, individuals will contact state department of education offices with allegations of testing irregularities or security breaches. In these instances, the state's designee may contact the School Test Coordinator or LEA Test Coordinator and ask the individual to investigate the allegations and report back to the appropriate state-level organization.

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. Refer to **Appendix C** for your state's policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- The testing sign in **Appendix C** in the *Test Administrator Manual* should be posted on the outside of the room door.
- Prohibited classroom resources (on the next page) should be removed or covered.

**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

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *PARCC Accessibility Features and Accommodations Manual*.

**Materials Prohibited in the Testing Environment**

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

The following materials may NOT be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her test booklet) or during a break. Students, Test Administrators, Proctors, or other authorized persons in the test environment may not posses these or any other materials.

- **Materials Prohibited During All Units**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English learner.
  - Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, PARCC-provided mathematics reference sheets
  - Any manipulative not approved through a unique accommodation request prior to testing* (refer to Section 6.2 for more information)
    *Check your state policy.

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is NOT allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

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

**Exceptions for Test Accommodations**

A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP or 504 plan (or EL plan, if required by your state).

## 2.4 Scheduling and Testing Time

**Administration Dates**

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit), must be completed during your state testing window (refer to **Appendix C** for your state's testing window).

**Testing Time**

PARCC tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 3.6.3). Test Administrators are responsible for keeping time during testing.

**Administration Time** is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in Table 2.0 below).

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

Test administration times are shown in Table 2.0 (note that times vary by content area, unit, and grade/course). In planning the school's PARCC assessment administration schedule, School Test Coordinators should plan for the entire unit testing time for each unit.



**Table 2.0 Administration Time**

| | Task | Administration Time |
|---|---|---|
| Guidelines for Scheduling | 1. Pre-administration tasks, including reading instructions to students and answering questions | 10 minutes |
| | 2. Distribution of test materials to students | 5 minutes |
| | 3. Administration of unit | Refer to Unit Testing Times below (60–110 minutes) |
| | 4. End-of-unit activities, including logging students out of TestNav and collecting test materials | 5–15 minutes |

**Unit Testing Time** is the amount of time that must be provided to any student who needs it to complete the unit. Tables 2.1–2.3 show the amount of time for each unit. Test Administrators are responsible for keeping track of time during testing. Please note, in grade 7 and for high school the total unit testing time for Unit 1 mathematics includes the time for both non-calculator and calculator sections.

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

**Table 2.1 Unit Testing Times for Grades 3–5**

| Subject(s) | Unit | Section | Unit Testing Time (Minutes) |
|---|---|---|---|
| Mathematics Grade 3<br>Mathematics Grade 4<br>Mathematics Grade 5 | Unit 1 | Non-calculator | 60 |
| | Unit 2 | Non-calculator | 60 |
| | Unit 3 | Non-calculator | 60 |
| | Unit 4 | Non-calculator | 60 |
| ELA/Literacy Grade 3* | Unit 1 | | 90 |
| | Unit 2 | | 75 |
| | Unit 3 | | 90 |
| ELA/Literacy Grade 4*<br>ELA/Literacy Grade 5* | Unit 1 | | 90 |
| | Unit 2 | | 90 |
| | Unit 3 | | 90 |

*Some schools will be selected for field testing in English language arts/literacy for the spring administration. If a school is selected, some students will take an additional unit: a field test task (unit time = 90 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

**Table 2.2 Unit Testing Times for Grades 6–8**

| Subject(s) | Unit | Section | Unit Testing Time (Minutes) |
|---|---|---|---|
| Mathematics Grade 6<br>Mathematics Grade 8 | Unit 1 | Non-calculator | 80 |
| | Unit 2 | Calculator | 80 |
| | Unit 3 | Calculator | 80 |
| Mathematics Grade 7 | Unit 1 | Non-calculator | 80 |
| | | Calculator | |
| | Unit 2 | Calculator | 80 |
| | Unit 3 | Calculator | 80 |
| ELA/Literacy Grade 6*<br>ELA/Literacy Grade 7*<br>ELA/Literacy Grade 8* | Unit 1 | | 110 |
| | Unit 2 | | 110 |
| | Unit 3 | | 90 |

*Some schools will be selected for field testing in English language arts/literacy for the spring administration. If a school is selected, some students will take an additional unit: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

**Table 2.3 Unit Testing Times for High School**

| Subject(s)/Course(s) | Unit | Section | Unit Testing Time (Minutes) |
|---|---|---|---|
| Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III | Unit 1 | Non-calculator | 90 |
| | | Calculator | |
| | Unit 2 | Calculator | 90 |
| | Unit 3 | Calculator | 90 |
| ELA/Literacy Grade 9*<br>ELA/Literacy Grade 10*<br>ELA/Literacy Grade 11* | Unit 1 | | 110 |
| | Unit 2 | | 110 |
| | Unit 3 | | 90 |

*Some schools will be selected for field testing in English language arts/literacy for the spring administration. If a school is selected, some students will take an additional unit: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

### 2.4.1 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the student's normal school hours throughout the scheduled testing window. 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-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session (ELA/L or mathematics) may be scheduled across multiple days with one or more units administered each day. It is highly recommended that schools schedule **no more than two units per day** for any given student. When scheduling multiple units for a single day, schools should account for breaks between units (refer to Section 3.6.4 for the policy on breaks).

Schools may test multiple classrooms/courses in one testing location, if desired, provided the unit is the same content area, has the same length of testing time, and uses the same administration script provided in the *Test Administrator Manual*. For example, a school may test Algebra I and Geometry courses for Unit 1 together because they are the same content area, have the same testing time (90 minutes), and use the same administration script (available in the *Test Administrator Manual*). If using this option, schools may need to arrange for additional staff members to be available at the beginning of a unit to help students log in and begin testing. For a complete list of units that may be tested together, see **Appendix F** or refer to *Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment* available at http://avocet.pearson.com/PARCC/Home.

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to Section 3.6.2 below). **Units must be administered in sequential order with the exception of make-up testing.** Schools may use their discretion in deciding which content areas are scheduled on what days, so long as units within each content area are scheduled in sequential order.

| | |
|---|---|
| | For security purposes, each unit (e.g., Unit 1, Unit 2) should be scheduled **as close together as possible** for all students within the same grade/course—with the exception of make-up testing (refer to Section 3.6.2). |
| | For security purposes, each unit (e.g., Unit 1, Unit 2) must be completed by all students within the same grade/course **on the same school day**—with the exceptions of make-up testing (refer to Section 3.6.2) and students with an extended time accommodation (refer to Section 3.6.3). |

### 2.4.2 Make-Up Testing

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

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different units that have different administration times, unless otherwise noted in your state policy (refer to **Appendix C**). For example, a student making up the Grade 9 ELA/L Unit 2 test may not be able to test in the same room at the same time as a student making up the Grade 9 ELA/L Unit 3 test because the units have different unit testing times (refer to Table 2.1).

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency) without finishing that unit, he or she may be allowed to complete that unit on a different day. Test Administrators must note the exact place in the unit where the student stopped and the amount of

time remaining. Students are NOT allowed to alter any previously entered or written responses. They must pick up exactly where they left off.

| | |
|---|---|
| | Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses. |
| | Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses. |



For make-up testing, it is recommended that the student who missed a unit continue testing with his or her original testing group when he or she returns. The student will then complete the missed unit during make-up testing. Alternatively, if the school is able to schedule the make-up unit before the original testing group moves onto the next unit, the school may allow the student to make up the unit and then continue with his or her original testing group. School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify specific make-up testing day(s).

| | |
|---|---|
| | For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at http://avocet.pearson.com/PARCC/Home. Make-up testing days may be used to test students who are affected by technology failures or interruptions. |

### 2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the unit testing time up to the end of the school day to complete a unit ONLY IF this accommodation is listed in his or her IEP or 504 plan (or EL plan, if required by your state). It is highly recommended these students be scheduled to test in a separate setting. Refer to **Appendix C** for your state's specific policy. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each unit must be completed on the day on which it begins).

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

### 2.4.4 Breaks Between Testing

If administering more than one unit back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. Refer to Section 2.4 for additional information regarding breaks.

**Break Policy**

School Test Coordinators must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, 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. Students must be supervised at all times during breaks, including short breaks between units.

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. PARCC policies for breaks are below. Refer to your state policy in **Appendix C** for additional requirements regarding breaks.

| | |
|---|---|
| | During short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed). |
| | The Test Administrator should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets. |

**Restroom breaks during a unit:** During a unit, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Unit time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing unit.

**Classroom stretch break during a unit:** At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break of up to three minutes during testing, and the Test Administrator may adjust unit time by no more than three minutes.

**Breaks between units:** If administering two or more units back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

**Frequent breaks:** Frequent breaks may be offered as an administration consideration. Refer to your state policy in **Appendix C**.

# 3.0 BEFORE Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.

## 3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

Completing tasks during the timelines in this checklist are strongly recommended.

| CBT/PBT | LTC | STC | TC | Task | Reference |
|---|---|---|---|---|---|
| **At Least Two Months Before Testing** | | | | | |
| | ❑ | ❑ | | Complete PearsonAccess$^{next}$ Setup:<br>• Register students (including PNP to ensure accommodated materials are ordered in the initial shipment).<br>• Assign user roles. | Section 3.2 and http://pearsonaccessnext.com |
| | ❑ | ❑ | | Develop security, training, and logistics plans for test administration. | Section 3.3 |
| | ❑ | ❑ | | Establish the test schedule. | Section 3.6 |

| CBT/PBT | LTC | STC | TC | At Least One Month Before Testing | |
|---|---|---|---|---|---|
| | | ❑ | | Review student accommodations/accessibility features list and develop a plan to track accommodations use. | *AF&A Manual* |
| | | ❑ | ❑ | Meet with Technology Coordinators:<br>• Discuss test security and administration protocols and plans.<br>• Plan technology setup.<br>• Review test day activities. | Section 3.4 |
| | ❑ | ❑ | ❑ | Complete relevant training modules. | http://parcc.pearson.com/manuals-training and Section 3.3.1 |
| | | | ❑ | Complete Technology Setup:<br>• Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days.<br>• Verify content filter/firewalls and allow the appropriate sites.<br>• Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing.<br>• Download and install ProctorCache.<br>• Run App Check.<br>• Run Assess Testing Capacity in PearsonAccess$^{next}$.<br>• Create/edit TestNav configuration in PearsonAccess$^{next}$.<br>• Load and configure a supported browser or TestNav App that is compatible with the testing devices.<br>• Conduct Infrastructure Trial (recommended).<br>• Prepare Test Administrator devices for testing. | Section 3.5 and *Infrastructure Trial Readiness Guide* |
| | | ❑ | | Schedule and administer tutorials and practice tests (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics. | http://parcc.pearson.com and Section 3.7 |

| CBT/PBT | LTC | STC | TC | At Least One Month Before Testing, continued | |
|---|---|---|---|---|---|
| | ❑ | ❑ | | Review security, training, and logistics plans for test administration. | Section 3.3 |
| | | ❑ | | Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training. | Section 3.3.1 |
| | | ❑ | | Meet with students to review test day procedures. | Section 3.12 |
| | ❑ | ❑ | | Update student registration and PNP as needed. | http://parcc.pearson.com/manuals-training |

| CBT/PBT | LTC | STC | TC | At least Two Weeks Before Testing | |
|---|---|---|---|---|---|
| | | ❑ | | Finalize the testing locations and assign Test Administrators and Proctors to student testing groups. | Section 3.11 |
| | | ❑ | | Ensure all staff have reviewed and signed a security agreement if required by your state. | **Appendix B** |
| | | ❑ | | Meet with Test Administrators and Proctors:<br>• Discuss test security and administration protocols and plans.<br>• Review day of test activities. | Section 3.8 |

| CBT/PBT | LTC | STC | TC | At Least One Week Before Testing | |
|---|---|---|---|---|---|
| | | ❑ | | Receive, document, and store materials:<br>• Ensure each test booklet has a corresponding answer document with the appropriate grade/course (grades 4–high school).<br>• Account for damaged test materials.<br>• Submit Additional Orders, as needed. | Sections 3.10.2–3.10.4 |
| | | ❑ | ❑ | Set up test sessions in PearsonAccess$^{next}$:<br>• Print student testing tickets.<br>• Confirm Test Administrator accounts are active.<br>• Check that online form assignments and PNPs are correct.<br>• Ensure students are in the correct test sessions, including students requiring Human Reader test sessions. | Section 3.2.3, Section 6.2, and *PearsonAccess$^{next}$ Online User Guide* |
| | | ❑ | ❑ | Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing. | *Infrastructure Trial Readiness Guide* |
| | | ❑ | ❑ | Prepare test sessions and confirm that online form assignments and PNPs are correct. | Section 6.2 and *PearsonAccess$^{next}$ Online User Guide* |
| | | ❑ | ❑ | Precache operational tests. | *PearsonAccess$^{next}$ Online User Guide* |

| CBT/PBT | LTC | STC | TC | Day of Testing | |
|---|---|---|---|---|---|
| | | ❑ | ❑ | Confirm that tests are precached. | *Proctor Caching Guide* |
| | | ❑ | ❑ | Prepare sessions in PearsonAccess$^{next}$ and confirm that online form assignments and PNPs are correct. | Section 6.2 and *PearsonAccess$^{next}$ Online User Guide* |
| | ❑ | ❑ | | Check that online form assignments and PNPs are correct. | *PearsonAccess$^{next}$ Online User Guide* |
| | | ❑ | | Start test sessions in PearsonAccess$^{next}$ and unlock the first test unit. | *PearsonAccess$^{next}$ Online User Guide* |

## 3.2 PearsonAccess$^{next}$ Setup

LEA and School Test Coordinators must ensure all data and information for the LEA and school are properly configured in PearsonAccess$^{next}$ (pearsonaccessnext.com), the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of PearsonAccess$^{next}$. For each of these tasks, there are step-by-step instructions available in the PearsonAccess$^{next}$ training modules (available at http://parcc.pearson.com/manuals-training).

### 3.2.1 Student Registration and PNP

Review the Student Registration/Personal Needs Profile (SR/PNP) training module and guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators or their designee should complete the SR/PNP training module (available at http://parcc.pearson.com/manuals-training) and carefully review the *PARCC Student Registration PNP Field Definitions* document (available at http://avocet.pearson.com/PARCC/Home).

| | |
|---|---|
| | In order to receive test materials, including paper-based accommodated test materials, tactile graphics for computer-based testing, and Human Reader Scripts, Test Coordinators must note any paper accommodations in the SR/PNP by the initial order deadline or place an additional order after the receipt of initial shipment of test materials. |
| | **Fall block administration only:** Students registered for paper-based testing will need ALL test materials ordered through the additional orders process, including test administration manuals. No automatic shipments will be generated, no pre-ID labels will be provided for the fall block, and paper-based answer documents will need to be hand-gridded.<br>**Spring administration only:** In order to receive student ID labels and the correct amount of test materials, Test Coordinators must ensure student registration data are uploaded to PearsonAccess$^{next}$ by your state's deadline. |

Refer to **Appendix C** for state-specific policies regarding Student Registration/Personal Needs Profile files. Guidance for accessing, navigating, and using PearsonAccess$^{next}$ is available in the *PearsonAccess$^{next}$ Online User Guide*.

### 3.2.2 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess$^{next}$ will need to be provided with user accounts for PearsonAccess$^{next}$. Refer to the User Roles Training Module and the *User Role Matrix* document for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles (and additional add-on roles) they are assigned. If you cannot access the site, contact your LEA or PARCC State Contact.

Returning users may need to reset their passwords in PearsonAccess$^{next}$; after 180 days of inactivity, passwords are no longer valid.

### 3.2.3 Create and Manage Test Sessions (For Computer-Based Testing Only)

Test sessions are groupings of students who will take the same test at the same time and place. Use an easily identifiable naming convention (e.g., Mrs. Smith's Algebra I Classroom) for the session name in PearsonAccess$^{next}$. In PearsonAccess$^{next}$ test sessions, School Test Coordinators may need to view or edit test session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Test sessions will also be used to generate and print student testing tickets. No more than 250 students of the same grade/course and content area can be assigned to a single named test session (e.g., Ms. Smith's Algebra 1) in PearsonAccess$^{next}$ that will be started. However, more than 250 students may test concurrently by administering multiple test sessions (e.g., Ms. Smith's Algebra 1 AND Mr. Jones Algebra 1) in a single physical testing environment.

Scheduling a date and time for a test session in PearsonAccess$^{next}$ is intended for planning purposes. A test session will NOT start until the Test Administrator clicks **Start** on the **Students in Sessions** screen, regardless of the scheduled start date and time. You can update the details (e.g., date, time, location) of each test session any time before a session is started.

**Note:** Human Reader test sessions must be set up separately from other test sessions. Refer to the PearsonAccess$^{next}$ Students in Sessions Training Module available at http://parcc.pearson.com/manuals-training/ for more information.

### 3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Register students for testing using the SR/PNP Import or User Interface.
   - All PNP information must be included in the upload for students needing accessibility features and accommodations.
2. Run the PNP/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Precache tests.
5. Prepare test sessions.
6. Verify form assignments (for form-supported accommodations).
   - In PearsonAccess$^{next}$, select **Testing** > **Students in Sessions**.
   - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by typing the test session name in the **Add** text field.
   - Check for an accommodation indicator next to the State Student ID (SSID).

Prior to testing, it is a best practice to review your school's student registration/PNP data loaded in PearsonAccess$^{next}$ and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, the task of correcting the PNP form assignment requires more steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *AF&A Manual* and Section 6.2 of this manual.

For additional information and step-by-step directions, refer to the *PARCC Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at http://avocet.pearson.com/PARCC/Home.

## 3.3 Develop a Test Administration Plan

### 3.3.1 Training Plan

School Test Coordinators are responsible for training all School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file according to your state policy (refer to **Appendix C**). An effective training plan will familiarize all school staff with their individual responsibilities and PARCC Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* to Test Administrators before this meeting.
  - Manuals are available at http://parcc.pearson.com/manuals-training.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document, as well as translated scripts, are available at http://avocet.pearson.com/PARCC/Home.
- Show and discuss the Test Administrator training modules found at http://parcc.pearson.com/manuals-training or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on http://parcc.pearson.com.
- Ensure Technology Coordinators are trained on the technology setup resources at http://parcc.pearson.com.
- Ensure all relevant staff understand their user roles in PearsonAccess$^{next}$ and how to complete tasks (as applicable).
- Ensure all relevant staff are familiar with tutorials and practice tests.
- Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.
- Review plans for an Infrastructure Trial.



### 3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the Security Agreement if required by your state (refer to **Appendix C**).
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
  - Ensure that test materials are accounted for at all times before, during, and after test administration.
  - Chain-of-Custody Form templates are available at http://avocet.pearson.com/PARCC/Home.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary materials and training for successful, secure administration of the PARCC assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 (CBT) and 5.2.3 (PBT)).

**Note:** Failure to implement an effective security plan may result in test invalidations.

### Security Agreement

**Appendix B** lists security protocols that all individuals with access to secure materials must follow.

Before testing, all staff (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, Proctors, observers) with access to secure test materials should review the security agreement and sign the security agreement, if required by your state (refer to **Appendix C** for your state's policy). Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for at least 3 years, unless otherwise directed by your state policy in **Appendix C**.

### 3.3.3 Prepare the Testing Environment

When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.

To maintain security in a computer-based testing environment, PARCC suggests the following ideal configurations for seating students:

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

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

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

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.



## 3.4 Meet with Technology Coordinators (For Computer-Based Testing Only)

Meet with your school's Technology Coordinator to explain the procedures for the PARCC assessment, 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. These meetings should include but are not limited to the following tasks:

- Review PARCC resources available for preparing for computer-based testing, including training modules and the technology set-up page available on http://parcc.pearson.com/technology-setup.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at http://parcc.pearson.com/technology-setup.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Create PearsonAccess$^{next}$ user accounts for technology coordinators.
- Schedule and plan an Infrastructure Trial. Show and discuss the Infrastructure Trial training module or direct them to its location online (http://parcc.pearson.com/manuals-training) for viewing at their convenience.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Security Agreement and receive a signed copy, if required by your state (refer to **Appendix C** for your state's policy).



## 3.5 Complete Technology Setup (For Computer-Based Testing Only)

### 3.5.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares Test Administrators to understand their responsibilities in PearsonAccess$^{next}$.

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- ProctorCache software is installed, if applicable.
- Devices and assistive technology can successfully interact with TestNav.
- Your network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on http://avocet.pearson.com/PARCC/Home.

The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to LEAs.

### 3.5.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.

- Any applications that can automatically launch on a testing device should be configured not to launch during testing. 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. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

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

Use the Assess Testing Capacity tool in PearsonAccess$^{next}$ to verify that the school has the appropriate amount of bandwidth for online testing.

**Note:** Refer to the technology set-up page on http://parcc.pearson.com/technology-setup for more information. Schools may instead use a TestNav desktop application or Firefox 45 Extended Support Release, available at download.testnav.com.

### 3.5.3 Prepare Test Administrator Testing Devices and a Proctor Caching Computer

Test Administrators will require a computer or device that meets the PearsonAccess$^{next}$ system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess$^{next}$. Position the Test Administrator computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for PearsonAccess$^{next}$ is available.

It is highly recommended that you designate a school or LEA 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 testing devices from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to testing devices, 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$^{next}$. Refer to the *PearsonAccess$^{next}$ Online User Guide* for complete proctor caching details and instructions.



## 3.6 Establish a Testing Schedule

Refer to Section 2.4 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. Units must be administered in order, with the exception of make-up testing.

## 3.7 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the PARCC assessment using the PARCC tutorials and practice tests available online at http://parcc.pearson.com. Tutorials familiarize students and educators with the items types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for PARCC assessments. Practice tests provide a similar testing experience for each grade and content area. In addition, answer keys are available, and for the ELA/L assessments, the writing rubrics are available for each grade level. Practice Tests are available on http://parcc.pearson.com and via an infrastructure trial in PearsonAccess$^{next}$.

During the test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice tests. LEAs and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the PARCC assessment is administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current tutorials and practice tests each year, so that students have an opportunity to practice with any new functionality.

Schools should also strongly encourage teachers to familiarize students with the ELA/L scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/Literacy assessments will be scored. These scoring rubrics can be found at http://parcc.pearson.com.

## 3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the PARCC assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - When to unlock test units in PearsonAccess$^{next}$
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review PARCC policies and procedures, as well as any state-specific policies (refer to **Appendix C**), and emphasize the following:
  - Test Administrators must use timing boxes.
  - Test Administrators may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
  - Test Administrators and Proctors shall NOT comment on any student work at any time.
  - Test Administrators and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - 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, including student work on scratch paper, in the PARCC assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
  - Procedures for breaks
  - Calculators
  - Mathematics tools
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day

- Review accessibility features and accommodations that will be available in the PARCC assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with his or her assigned group of students for testing.
- Provide a copy of the testing schedule to Test Administrators and Proctors, and explain how it will be implemented for your school.
- Explain that some mathematics units include a non-calculator and a calculator section and that testing time includes both sections.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.
- Review the security agreement and receive signed copies, if required by your state (refer to **Appendix C** for your state's policy).
- Ensure that PearsonAccess$^{next}$ user accounts for Test Administrators have been created before testing and review tasks for PearsonAccess$^{next}$ as needed. Refer to the PearsonAccess$^{next}$ training module for task-based modules on how to start, monitor, and end test sessions.
- Review common TestNav errors and how to resolve them.

## 3.9 Organize Test Materials for Computer-Based Testing

LEA and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.

### 3.9.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Your state may have additional guidance located in your state policy (refer to **Appendix C**).

Test materials that must be distributed to and collected from Test Administrators include:

- **PARCC-supplied materials (printed from PearsonAccess$^{next}$ at the LEA or school)**
  - Student testing tickets
- **PARCC-supplied materials (shipped by vendor):**
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (if using hand-held calculators; see Calculators section for more information)
  - Mathematics tools (see Mathematics Tools for Administration section for more information)

- Mathematics reference sheets (may be printed locally; see Mathematics Tools for Administration section for more information)
- Testing devices that meet the minimum technology specifications set forth by PARCC (**Note:** A student should NOT supply his or her own device for testing.)
- Headphones (see Headphones section for more information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
- 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 — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAMs*)
- Computer or tablet for Test Administrators if they are managing test sessions

**Calculators**

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8, students may only use scientific calculators for all calculator sections.
- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.



For computer-based testing, the calculator will be available through the testing platform. In order to provide comparability across schools in the consortium, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

LEAs or schools may provide students with hand-held calculators during calculator sections of mathematics units. LEAs or schools should make this determination based on what is regularly used during instruction. If LEAs or schools choose this option, LEAs will determine who is responsible for providing hand-held calculators (e.g., school, student).

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.
- If LEAs or schools permit students to bring their own hand-held calculators for PARCC assessment purposes, School Test Coordinators or Test Administrators must confirm that the calculators meet PARCC requirements as defined above.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any PARCC mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator section, the student

will need a hand-held calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 3 (4D and 4E) of the *AF&A Manual* and the Calculator FAQ's under the Calculator Policy at http://avocet.pearson.com/PARCC/Home.

**Mathematics Tools for Administration**

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided though the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are PARCC-provided tools (see Table 3.0).
- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students in grades 5–8 and high school through the testing platform. However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be PARCC-approved mathematics reference sheets, available at http://avocet.pearson.com/PARCC/Home.
  - The copies must be free of any writing or notes.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics, Geometry, and Integrated Mathematics I, II, and III assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

**Table 3.0 Rulers and Protractors for Computer-Based Testing**

| Grade(s)/Course(s) | PARCC (Provided) | Allowable (Not Provided) |
|---|---|---|
| Grade 3 | • Ruler (¼ inch) | – |
| Grades 4–7 | • Ruler (⅛ inch)<br>• Protractor | – |
| Grades 8 | • Ruler (⅛ inch) | • Protractor |
| Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III | – | • Ruler<br>• Protractor |

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at http://avocet.pearson.com/PARCC/Home.

**Headphones**

Headphones are needed for all ELA/L units, as well as for students who receive the text-to-speech accommodation for ELA/L assessments or the text-to-speech accessibility feature for mathematics assessments.

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

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

**Students cannot adjust the volume level once the test begins.** Therefore, for computer-based tests (ELA/L and accessibility features/accommodations), students will be prompted to check the volume levels on their headphones at the start of each unit.

**Note:** Music programs on all testing devices should be closed and not running in the background.

**Human Reader Scripts**

Schools will receive paper copies of Human Reader scripts for students registered to take mathematics assessments with the Human Reader accommodation. These are required to be used when providing a Human Reader accessibility feature for mathematics.

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for these materials. Refer to Section 3.10.4 for guidance on placing an additional order. Be sure to select "CBT Reader Scripts" from the materials drop-down on the **Edit Materials Order** screen.

Scripts are not provided for the computer-based English language arts/literacy assessments. Test Administrators will use the Proctor Authorization Ticket to read the test to all students in the session.



## 3.10 Organize Test Materials for Paper-Based Testing

LEA and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. For fall block testing **ONLY**, students registered for paper-based testing will need ALL test materials ordered through the additional orders process, including test administration manuals. No automatic shipments will be generated, no pre-ID labels will be provided for the fall block, and paper-based answer documents will need to be hand-gridded. For spring testing **ONLY**, test materials will be automatically generated through the SR/PNP, provided your state deadline is met. Secure materials should be kept in a centrally located, locked storage with limited access.

### 3.10.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Your state may have additional guidance located in your state policy (refer to **Appendix C**).

Test materials that must be distributed to and collected from Test Administrators include:

- **PARCC-supplied materials (shipped by vendor)**
  - Test booklets
  - Answer documents (grades 4–high school)
  - Mathematics reference sheets (grades 5–8 and high school)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
    **Note:** Mechanical pencils must NOT be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (see Calculators section for additional information)
  - Mathematics tools (see Mathematics Tools for Administration section for additional information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - 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 — Please Do Not Disturb," "Go On" (PBT only), and "Stop" (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAMs*)

**Calculators**

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may use only four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8, students may use only scientific calculators for all calculator sections.
- For high school mathematics assessments, students may use only graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.

In order to provide comparability across schools in the consortium, students must only use calculators that are allowable for their grade/course assessment. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

During units that are comprised of both a non-calculator section and calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any PARCC mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For additional clarifications, refer to the Calculator FAQ's under the Calculator Policy at http://avocet.pearson.com/PARCC/Home.

**Mathematics Tools for Administration**

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** PARCC will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.1.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by PARCC for use on their grade level assessment.
  - Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. PARCC will not provide these materials.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 5–8 and high school.
  - The copies must be free of any writing or notes. Do NOT distribute copies with student writing.
  - If additional copies are needed, schools may either locally print the PARCC-approved copies available at http://avocet.pearson.com/PARCC/Home (recommended) or order them through PearsonAccess$^{next}$.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics, Geometry, and Integrated Mathematics I, II, and III assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

**Table 3.1 Rulers and Protractors for Paper-Based Testing**

| Grade(s)/Course(s) | PARCC (Provided) | Allowable (Not Provided) |
|---|---|---|
| Grade 3 | • Ruler (¼ inch) | — |
| Grades 4–7 | • Ruler (⅛ inch)<br>• Protractor | — |
| Grade 8 | • Ruler (⅛ inch) | • Protractor |
| High School (Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III) | — | • Ruler<br>• Protractor |

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at http://avocet.pearson.com/PARCC/Home.

### 3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to either the LEA Test Coordinator or the School Test Coordinator (refer to **Appendix C** for the dates that materials are scheduled to arrive). Refer to **Appendix C** for your state's policy about shipments.

Shrink-wrapped packages can be opened at the school level between two to five school days prior to the day of testing, depending on your state's policy available in **Appendix C**.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LEA if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
    - Resealable plastic bag (holds all materials)
    - Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–high school)
    - Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
    - Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
    - UPS Ground Return Labels for **scorable** materials (Maryland will use K2 Logistics as their shipping carrier; refer to Maryland's state policy pages in **Appendix C** for additional information.)
    - UPS Ground Return Labels for **nonscorable** materials (Maryland will use K2 Logistics as their shipping carrier; refer to Maryland's state policy pages in **Appendix C** for additional information.)
    - Pre-printed/pre-gridded Scorable Materials Return School Header

  - Student ID labels (one per student)
  - Student Roster
  - Pearson Return Instructions Sheet
  - Shipping Carrier Return Instructions
- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test booklets, and answer documents (for grades 4–high school) for students in the school. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through PearsonAccess$^{next}$. Refer to your state-specific policy in **Appendix C** before placing an order.
  - One *Test Administration Manual* will be provided for every 25 students registered in PearsonAccess$^{next}$.
- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, submit an additional order through PearsonAccess$^{next}$. Refer to your state-specific policy in **Appendix C** before placing an order.
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing using the Chain-of-Custody Form or other equivalent (except when needed for accommodations).
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.
- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List
  - Discovery of a damaged test booklet or answer document
  - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.



### 3.10.3 Account for Damaged Test Booklets and Answer Documents (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test booklets and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet or answer document, give the student a replacement test booklet or answer document. When the student completes all units, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test booklet (grade 3) or answer document (grades 4–high school). Then follow instructions in Section 5.2.2 for "Do Not Score" booklets (grade 3) and answer documents (grades 4–high school).

### 3.10.4 Additional Orders

**For fall block administration:** Students registered for paper-based testing will need ALL test materials ordered through the additional orders process, including test administration manuals.

**For spring administration:** Do NOT submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

**Procedures for fall block and spring administrations:** Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by a user with the Request Additional Order add-on role.
2. Orders are approved by a user with the Approve Additional Order add-on role (refer to **Appendix C** for your state's policy).

Refer to the *User Role Matrix* document posted on the **Support** > **Documentation** page of PearsonAccess$^{next}$ for more information.

Additional orders may be placed by submitting an order through the **Orders & Shipment Tracking** page in PearsonAccess$^{next}$. This page can also be used to track orders placed by your organization.

Be sure to review orders carefully. Once an additional order is approved, plan for up to five business days for orders to arrive.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.

**Note:** If you would like detailed steps for how to place additional orders, visit the PearsonAccess$^{next}$ training module available at http://parcc.pearson.com/manuals-training. This module describes the process for ordering additional orders through PearsonAccess$^{next}$.

- Additional copies of the *Test Coordinator Manual* and/or the *Test Administrator Manual* can be ordered using the additional order process.
- If you have students requiring paper-based accommodated test materials, tactile graphics, or Human Reader scripts, their student registration import must be completed by the initial order deadline to receive an initial order of accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials.



## 3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

Before testing, School Test Coordinators must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- Prepare to distribute testing materials to Test Administrators.

For computer-based testing, School Test Coordinators must also:

- Confirm that all the testing devices 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 testing tickets.
- Confirm that precaching activities are complete, if applicable.
- Create computer-based test sessions in PearsonAccess$^{next}$.
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.
- If needed, remind Test Administrators that there are task-based PearsonAccess$^{next}$ training modules on how to start and stop test sessions.

For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day.

## 3.12 Meet with Students

Prior to testing, it is recommended School Test Coordinators meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, hand-held calculators, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

# 4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing. Some or all tasks in these sections may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state.

## 4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Sections 4.1.2–4.1.6 contain specific details for tasks during testing.

### 4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

| LTC | STC | TC | Task | Reference |
|---|---|---|---|---|
| | | | **Day of Testing** | |
| | ❑ | ❑ | Ensure that Test Administrators have a computer or tablet available. | Section 3.5 |
| | ❑ | | Distribute test materials to Test Administrators. | Section 3.9 |
| | ❑ | | Manage test sessions in PearsonAccess$^{next}$. | Section 4.1.2 |
| | ❑ | | 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. | Section 4.1.4 |
| ❑ | ❑ | | Investigate all testing irregularities and security breaches and follow your state policy for reporting these incidents. | Section 2.2 |
| ❑ | ❑ | | Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. | Section 4.1.4 |
| | ❑ | | Schedule and supervise make-up testing. | Sections 3.6.2 and 4.1.5 |
| | ❑ | | Create make-up test sessions in PearsonAccess$^{next}$. | Section 4.1.5 |
| | | ❑ | Respond to all technology-related issues. | Section 4.1.3 |
| | ❑ | | Collect materials from Test Administrators. | Section 4.1.5 |
| | ❑ | | For each testing day, ensure that all units are locked after testing. | Section 4.1.2 |

### 4.1.2 Managing Test Sessions in PearsonAccess$^{next}$ (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess$^{next}$, prepare each test session, start each test session, check accommodated form assignments, and unlock the appropriate unit for students. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 4.0 describes the possible statuses for a student during each unit.

**Table 4.0 Student Statuses in PearsonAccess$^{next}$**

| Status | Description |
|---|---|
| Ready | The student has not yet started the unit. |
| Active | The student has logged in and started the unit. |
| Exited | The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator.) |
| Resumed | The student has been authorized to resume the unit.<br><br>Resume a unit when a student exits a unit (either intentionally or unintentionally), before finishing the unit and you want the student to continue the same unit.<br><br>Only students in **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** statuses cannot be resumed. |
| Resumed-Upload | Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload will force the user to browse for an SRF on the testing device. |
| Completed | The unit has been submitted by the student through TestNav and has been processed. |
| Marked Complete | The Test Administrator or School Test Coordinator must mark a unit complete when a student has exited TestNav and will not return. |

Refer to the *PearsonAccess$^{next}$ Online User Guide* at https://support.assessment.pearson.com/display/PAsup for instructions on logging into PearsonAccess$^{next}$ and performing the tasks described in this section.

In addition, Test Coordinators or Test Administrators may unlock or lock units at the session level. Test Administrators may unlock or lock individual units for appropriate students. Only the unit being tested should be unlocked for a student (only one unit unlocked for each student at a time). Refer to the PearsonAccess$^{next}$ Students in Session training module for more information.

**Note:** Ensure students do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.



### 4.1.3 Technology Tasks DURING Testing

**Troubleshooting Computer-Based Testing**

Technology Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing (refer to Section 4.1.4)
- If a student exits TestNav (either unintentionally or intentionally)

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- Resume the student's test in PearsonAccess$^{next}$.
    - The student's test will resume from the point at which the test was interrupted.
    - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the PARCC Customer Support Center

when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/display/TN/Error+Codes.

### 4.1.4 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator or the School Test Coordinator (depending on your state's policy) must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. LEA Test Coordinators must 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 C** for your state's procedures.

School Test Coordinators must ensure that during each unit of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise.

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to *PARCC Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at http://avocet.pearson.com/PARCC/Home).

### 4.1.5 End-of-Unit Tasks

**Collect Materials**

Immediately after each unit in each grade/course is completed, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets for grades 5-high school (if printed locally, refer to Section 3.9.1 for more information)

At the end of each day of testing, ensure all materials from the PARCC assessment have been returned to the locked storage area. Verify units have been locked for absent students during sessions and that all units for all students are locked overnight. For more information, refer to the PearsonAccess$^{next}$ Students in Session training module.

**Ensure TestNav Logout and Lock Units/Sections**

As students complete each unit, Test Administrators will use the instructions at the end of the administration script or in the *TestNav Login and Logout Instructions* (available at http://avocet.pearson.com/PARCC/Home) to help students log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the *TestNav Login and Logout Instructions* during testing.

Test Coordinators may check to ensure all students have logged out of TestNav by reviewing student statuses on the **Testing** > **Students in Sessions** page in PearsonAccess$^{next}$. Students logged in to TestNav will appear in an **Active** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

Only mark student tests complete in PearsonAccess$^{next}$ if the student started, but will NOT complete the unit.

After all students are logged out of TestNav, the School Test Coordinator must ensure that all units/sections in PearsonAccess$^{next}$ are locked. Refer to Section 3.2 for more information.

**Administer Make-Up Testing**

If a student is NOT tested during the regular administration, he or she may be moved into a new make-up test session in PearsonAccess$^{next}$ (refer to the directions in the *PearsonAccess$^{next}$ Online User Guide*). However, if the student will rejoin the regular administration for any remaining units, it is recommended that you leave that student in the original test session in PearsonAccess$^{next}$. For students taking a make-up test, unlock the appropriate unit in PearsonAccess$^{next}$ to allow the student to log in to the missed unit. The test session should not be stopped until all students in the test session have completed testing. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at http://avocet.pearson.com/PARCC/Home for additional information on make-up testing.

Multiple test sessions and/or units may be tested at once according to the directions in *Testing Multiple Grades Guidance* at http://avocet.pearson.com/PARCC/Home as long as the testing times and administration scripts are the same.

**Note:** Make-up test sessions must reflect the original test session (e.g., a test session with a Human Reader will need a make-up test session with a Human Reader).

### 4.1.6 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in PearsonAccess$^{next}$ must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. Your state may have specific guidance. Step-by-step directions for these processes can be found in the *Transfer Student (CBT) Guidance* document posted at http://avocet.pearson.com/PARCC/Home. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

Students will resume their tests in TestNav at the new school. Transferring student test registrations will require coordination between schools.

## 4.2 Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.5 contain specific details for tasks during testing.

### 4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

| LTC | STC | TC | Task | Reference |
|---|---|---|---|---|
| | | | **Day of Testing** | |
| | ❑ | | Distribute test materials to Test Administrators. | Section 3.10 |
| | ❑ | | 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. | Section 4.2.2 |
| ❑ | ❑ | | Investigate all testing irregularities and security breaches and follow your state policy for reporting these incidents. | Section 2.2 |
| ❑ | ❑ | | Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. | Section 4.2.2 |
| | ❑ | | Schedule and supervise make-up testing. | Sections 3.6.2 and 4.2.4 |
| | ❑ | | Follow the protocol for contaminated or damaged test materials, and refer to your state policy for reporting these incidents. | Section 4.2.3 |
| | ❑ | | Collect materials from Test Administrators and ensure all test booklets and answer documents have a student name and/or student ID label. | Section 4.2.4 |

### 4.2.2 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator, or the School Test Coordinator (depending on your state's policy), must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. LTCs must also monitor reports of testing irregularities and security breaches and ensure that STCs follow their state-specific procedures for reporting such events. Refer to **Appendix C** for your state's procedures.

STCs must be available during testing to answer questions from Test Administrators and Proctors. STCs must ensure that during each unit of the test, TAs and Proctors walk around the room and check that students are working in the correct unit and section (if applicable).

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the mathematics assessment, and Human Reader scripts are secure test materials.

In PearsonAccess$^{next}$, there are operational reports STCs may run that provide a summary of student participation statuses. For a full list of these reports and their purposes, refer to the *PARCC Operational Report Guidance* available at http://avocet.pearson.com/PARCC/Home.

### 4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

**Contaminated Test Materials**

If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), the following procedures must be followed.

1. The Test Administrator must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the amount of time remaining.
   c. If possible, record the item number and page number where the student stopped testing.
   d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume.
   a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the student must be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact your state for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grades 4–high school) prior to returning it.
   b. Record the security barcode number of the contaminated test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Record the security barcode number of the replacement test booklet or answer document on the Chain-of-Custody Form.
   d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
      i. Follow the guidelines for transcribing student responses in Section 5.2.2.
      ii. Return the replacement test booklet to Pearson along with the rest of the scorable materials.
   e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
   f. Compile a list of contaminated test booklets and answer documents and maintain it on file for the length of time specified for your state in **Appendix C**.
5. The School Test Coordinator must notify the state or LEA Test Coordinator as soon as reasonably possible according to the state policy found in **Appendix C**.

**Torn or Damaged Test Materials**

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement test booklet or answer document.
   a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
   b. The School Test Coordinator must immediately notify the LEA Test Coordinator or the state according to their policy found in **Appendix C**.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document.
3. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grade 4–high school) or fill out the data grid completely.
   b. Record the security barcode number of the replacement test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.
   d. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
   e. Compile a list of all damaged test booklets and answer documents and maintain it on file for the length of time specified for your state in **Appendix C**.

### 4.2.4 End-of-Unit Tasks

**Collect Materials**

Immediately after each unit in each grade/course is completed, collect the test materials listed below from Test Administrators.

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents for grades 4–high school (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- PARCC-supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the PARCC assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, follow your state-specific steps in **Appendix C**.

**Administer 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 during the make-up testing period. For guidelines, refer to Section 3.6.2.

### 4.2.5 Managing Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in PearsonAccess$^{next}$ must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. Your state may have specific guidance. Step-by-step directions for these processes can be found in the *Transfer Student (PBT) Guidance* document posted at http://avocet.pearson.com/PARCC/Home. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Test Coordinators must review their state policy for procedures on securely transferring test booklets and answer documents or testing using a new test booklet and answer document. Transferring student tests and registrations will require coordination between schools.

## 4.3 Procedures for Testing Irregularities (Day of Testing)

### 4.3.1 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school or LEA must submit a Form to Report a Testing Irregularity or Security Breach within two school days unless otherwise directed by your LEA Test Coordinator or PARCC State Contact. Your state may have additional guidance on dismissing students for misconduct. Refer to **Appendix C**.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or LEA should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** and follow the state policy for submitting the form.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav and ensure the student's unit is locked in PearsonAccess$^{next}$.

### 4.3.2 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

- For computer-based testing : If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at Avocet (http://avocet.pearson.com/PARCC/Home). If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the PARCC Support Center to report the issue.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the content area, course/grade level, form ID (CBT only), item number, test format (online or paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.

- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

### 4.3.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event that there is a building evacuation, lockdown, or school closure that occurs **before** the start of a unit, follow the protocol outlined below:

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

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits. For computer-based testing, lock the test units in PearsonAccess$^{next}$, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Test Administrators must inform students how many minutes remain in the unit.
  - Test Administrators must write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess$^{next}$.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to **Appendix C** for your state's policy about reporting safety threats and severe weather.

# 5.0 AFTER Completion of ALL Testing

## 5.1 Computer-Based Testing

### 5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

| LTC | STC | TC | Task | Reference |
|---|---|---|---|---|
| | | | **Day of Final Test Unit** | |
| | ❑ | | Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status. | Section 5.1.3 |
| | ❑ | ❑ | Notify the Technology Coordinator that all testing is complete and have him or her purge the cached test content. | *PearsonAccess$^{next}$ Online User Guide* |

| LTC | STC | TC | Within One Week of Final Test Unit | |
|---|---|---|---|---|
| | ❑ | | Destroy scratch paper written on by students and PARCC-supplied mathematics reference sheets written on by students. | Section 5.1.2 |
| | ❑ | | Destroy all printed student testing tickets. | Section 5.1.2 |
| | ❑ | | Recycle *Test Administrator Manuals*, blank or unused scratch paper, and unused PARCC-supplied mathematics reference sheets. | Section 5.1.2 |
| | ❑ | | Complete the Post-Test Certification Form. | Section 5.1.4 |
| | ❑ | | Keep records according to your state's policy. | Section 5.1.5 |
| | ❑ | | Resolve critical warnings in PearsonAccess$^{next}$. | *PearsonAccess$^{next}$ Online User Guide* |
| | ❑ | ❑ | Purge cached test content, if applicable. | *PearsonAccess$^{next}$ Online User Guide* |

### 5.1.2 Collect and Organize Materials

**Secure Materials**

Immediately after the final unit is administered, collect the test materials listed below from Test Administrators.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- All scratch paper
- All printed mathematics sheets

Secure test materials that must be shipped back to Pearson:

- Accommodated paper test booklets, if applicable. Braille and large print test booklets must be transcribed and returned (Section 5.2.2) and returned section 4.2.4) in order to be scored.
- Human reader Scripts
- Tactile graphics

Again, ensure all materials from the PARCC assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow the state-specific

steps in **Appendix C**. **Note:** All accommodated paper-based booklets, Human Reader scripts, and tactile graphics are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the district testing window closes.

**Materials To Be Securely Destroyed**

The LEA Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- Printed mathematics reference sheets written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., PearsonAccess$^{next}$ generated reports or any school rosters)
- All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Pearson.

**Nonsecure Materials To Be Recycled**

The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

**Note:** If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Pearson.

### 5.1.3 PearsonAccess$^{next}$ Cleanup Activities for Computer-Based Testing

**Stop Test Sessions**

If all students have completed testing and submitted their responses, stop test sessions by clicking the **Stop** button on the **Students in Sessions** screen on PearsonAccess$^{next}$. Test sessions must be stopped in order to be submitted for scoring. Test sessions cannot be stopped until:

- Students in **Ready** status have been moved to a make-up test session in PearsonAccess$^{next}$ or have been removed from the test session
- All students are in **Completed** or **Marked Complete** status

Refer to the *Stopping Test Sessions Guide* posted at http://avocet.pearson.com/PARCC/Home for step-by-step directions, or the training modules at http://parcc.pearson.com/manuals-training/.

**Remove Students in Ready Status**

Students tests that have NOT been started must be removed from the test session in PearsonAccess$^{next}$ before the test session can be stopped.

**Mark Tests Complete**

School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. The reason the test is being **Marked Complete** must be entered in PearsonAccess$^{next}$. Do NOT mark a student's test complete if it is in **Ready** status.

**Manage Student Tests**

After test sessions have been stopped, Test Coordinators may need to update student test registrations on the **Setup** > **Students** page in PearsonAccess$^{next}$, mark tests as **Not Tested** or **Void** (as needed), and resolve critical warnings (e.g., missing demographic information). Specific instructions for each task can be found at http://avocet.pearson.com/PARCC/Home.

**Not Tested and Voided Tests**

Students with test registrations who did NOT participate in testing (e.g., absent for the entire testing window), but may need to be accounted for, should be marked as **Not Tested** in PearsonAccess$^{next}$. Refer to your state policy in **Appendix C**. Refer to your state department of education for your state's **Not Tested** Reasons.

Voiding a test means the test will NOT be scored or used for reporting purposes. This task (Void) can occur at the unit (e.g., Unit 1) or test level (e.g., a complete ELA/L test of Unit 1, Unit 2, Unit 3). Only students with a test attempt should be marked as **Void**. If a test attempt should be marked **Void**, follow your state policy in **Appendix C**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://avocet.pearson.com/PARCC/Home for step-by-step directions on how to complete these tasks.

**Resolve Critical Warnings**

PearsonAccess$^{next}$ will show critical warnings for students who have key demographic information missing. Refer to the *Resolve Student Warnings and Errors* section of the *PearsonAccess$^{next}$ Online User Guide* for guidance on resolving critical warnings.

### 5.1.4 Complete the Post-Test Certification Form

The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. Refer to Avocet at http://avocet.pearson.com/PARCC/Home for a copy of the form. Refer to your state policy in **Appendix C** for guidance on the use and submission of this form.

### 5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by your state's policy in **Appendix C**:

**Required:**

- Chain-of-custody documentation (refer to Section 2.1)
- 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 noting the names of students assigned to that group

**If Applicable:**

- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form

## 5.2 Paper-Based Testing

### 5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

| LTC | STC | TC | Task | Reference |
|---|---|---|---|---|
| | | | **Day of Final Test Unit** | |
| | ❑ | | Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form. | Section 5.2.2 |

| LTC | STC | TC | Within One Week of Final Test Unit | |
|---|---|---|---|---|
| | ❑ | | Organize and return scorable and nonscorable test materials. | Sections 5.2.2–5.2.4 |
| | ❑ | | Destroy scratch paper written on by students and PARCC-supplied mathematics reference sheets written on by students. | Section 5.2.3 |
| | ❑ | | Recycle *Test Administrator Manuals* and unused PARCC-supplied mathematics reference sheets. | Section 5.2.3 |
| | ❑ | | Return secure materials and ensure that all return boxes have appropriate labels within five business days of the LEA testing end date. | Section 5.2.4 |
| | ❑ | | Complete the Post-Test Certification Form. | Section 5.2.6 |
| | ❑ | | Keep records according to your state's policy. | Section 5.2.7 |

| LTC | STC | TC | At the End of Each Administration* | |
|---|---|---|---|---|
| | ❑ | | Resolve rejected student test alerts in PearsonAccess$^{next}$ per your state guidelines. | *PearsonAccess$^{next}$ Online User Guide* |

*For paper-based testing, this process will begin after all paper materials have been received and processed by Pearson.

### 5.2.2 Collect and Organize Materials

Immediately after the final unit is administered, collect the test materials listed below from Test Administrators. Take inventory of all secure test materials using the Chain-of-Custody Form and organize them in preparation for shipment. If any secure materials are contaminated or missing, follow the state-specific steps in **Appendix C**.

- All used and unused test booklets
- All used and unused answer documents
  - Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*
- PARCC-supplied mathematics reference sheets

**Note:** Schools may keep rulers and protractors after testing for instructional use. These materials must NOT have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

**Report Contaminated and Damaged Test Materials**

If a test booklet or answer document becomes contaminated or damaged, follow your school or LEA protocol for reporting this to the state assessment office and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

**Report Missing Test Materials**

Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the School Test Coordinator must follow the state-specific steps in **Appendix C**. Complete the Form to Report Contaminated, Damaged, or Missing Materials.

**Transcription of Student Test Responses**

Certain situations require a student's responses to be transcribed into a **standard, scorable test booklet** (grade 3) or **answer document** (grades 4–high school). These situations may include:

- Answers were recorded in another student's test booklet or answer document.
- A test booklet or answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test booklet or answer document.

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

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Refer to **Appendix C** for additional information on your state's policy.
2. The student's responses must be transcribed verbatim into the test booklet (grade 3) or answer document (grades 4–high school). Confirm the test booklet and answer document are for the same form (e.g., main or accommodated). Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance and an example.
   - Mark the original test booklet or answer document "Do Not Score" according to the directions in the following section.
   - Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.").
3. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under his or her direct supervision may transcribe the student's responses into the standard, scorable test booklet or answer document included in the braille kit. The transcriber must be able to fluently read the braille code the student wrote in: either English Braille American Edition (EBAE) or Unified English Braille (UEB).
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed.

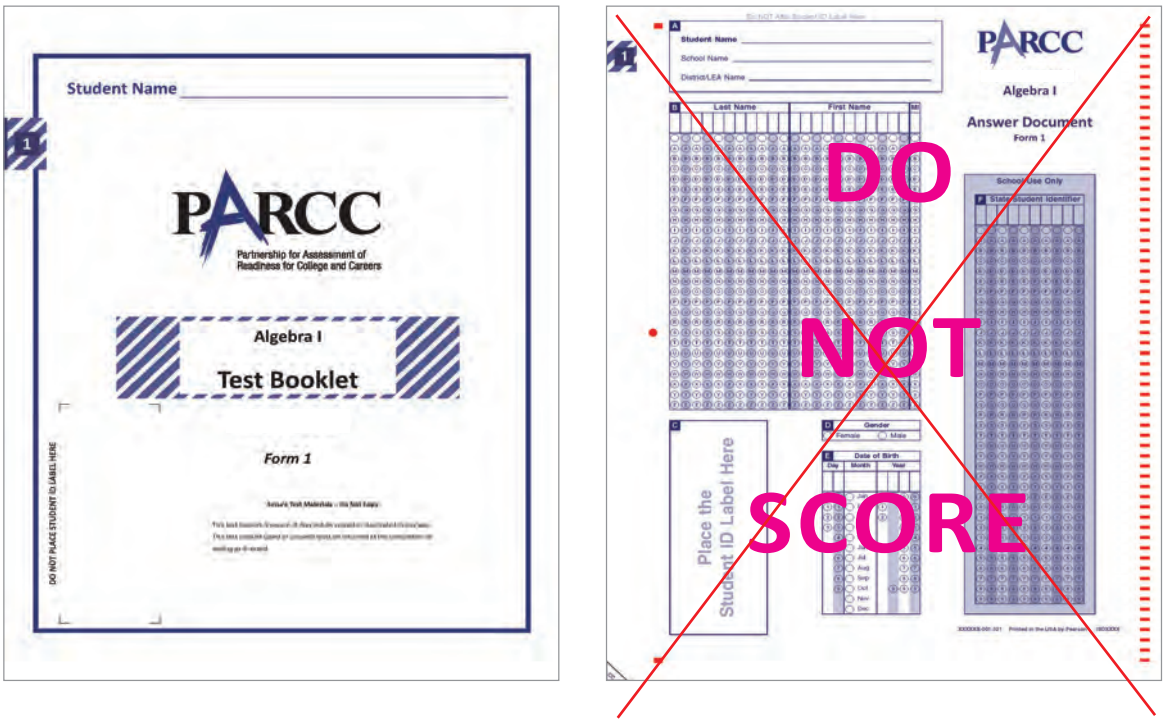
**Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.**

**"Do Not Score" Test Materials**

If there is a test booklet (grade 3) or answer document (grades 4–high school) already assigned for a student in one of the categories below, write "DO NOT SCORE" in large letters or draw a large "X" across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose test booklet or answer document became damaged/unusable (Refer to Transcription of Student Test Responses above for instructions on transcribing the student's responses to a new test booklet (grade 3) or answer document (grades 4–high school).
- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

**Figure 5.0 Do Not Score Test Materials**




## 5.2.3 Organize Materials

**For fall block administration:** No pre-ID labels will be provided for the fall block, and paper-based answer documents will need to be hand-gridded (refer to Hand Grid Demographic Pages section).

**For spring administration:** Apply student ID labels to the front covers of the test booklet (grade 3) or answer document (grades 4–high school) in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled "Test Coordinator Kit."
- ONLY the STC or designee may apply labels; parents/guardians and students are prohibited from doing so.
- Before applying a label on top of box C on the booklet cover, confirm that the name that has been handwritten in box A at the top of the front cover of the test booklet matches the name on the label.

- **The student ID label will override any bubbled demographic information.**
- If a student ID label includes incorrect information, apply the label to the student's test booklet (grade 3) or answer document (grades 4–high school) and update the student's information in PearsonAccess$^{next}$.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began, labels with incorrect information) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply them before testing, if recommended by your state (refer to **Appendix C**).

**Figure 5.1 Sample Student ID Label**

**Hand Grid Demographic Pages**

If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the test booklet (grade 3) or answer document (grades 4–high school) using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

**Table 5.0 Instructions for Hand Gridding Demographic Pages (complete all fields if there is not a label)**

| Box | Description | Instructions |
|---|---|---|
| A | Student Name, School Name, District/LEA Name | Test Administrators will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so. |
| B | Student Name | Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.<br>Print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.<br>Print the first letter of the student's middle name in the box under the section for "MI." Leave the box blank if the student does not have a middle name.<br>Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column. |
| C | Student ID labels | If a school does not have a pre-printed student ID label, this box should remain blank. |
| D | Gender | Fill in the bubble that corresponds to the student's gender. |
| E | Date of Birth | Fill in the bubbles for the Day, Month, and Year for the student's date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by "Mar" in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column. |
| F | State Student Identifier | Enter the student's State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified). |



**Materials To Be Securely Destroyed**

The LEA Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- Mathematics reference sheets written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

**Nonsecure Materials To Be Recycled**

The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

### 5.2.4 Package Materials for Return Shipping

Before calling UPS, sort and package the materials according to the directions below so that you can return all materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the district level. Materials must be shipped no longer than 5 days after your LEA/district testing window closes. Materials returned late risk not receiving scores.



- **Scorable materials**
  - Used test booklets (grade 3)
  - Used answer documents (grades 4–high school)
  - Transcribed test booklets (grade 3)
  - Transcribed answer documents (grades 4–high school)
- **Nonscorable materials**
  - Unused test booklets (including for absent students)
  - Unused answer documents (grades 4–high school)
  - Used test booklets (grade 3) and answer documents (grades 4–high school) that have been marked "Do Not Score"
  - Used test booklets (grades 4–high school)
  - Human Reader scripts
  - Tactile graphics
  - Large print test booklets
  - Braille test booklets

**Required Ancillary Materials for Return**

For all materials being returned, schools and districts will need the following:

- Scorable
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Red scorable return labels
  - UPS return labels for scorable materials
- Nonscorable
  - Purple nonscorable return labels
  - UPS return labels for nonscorable materials

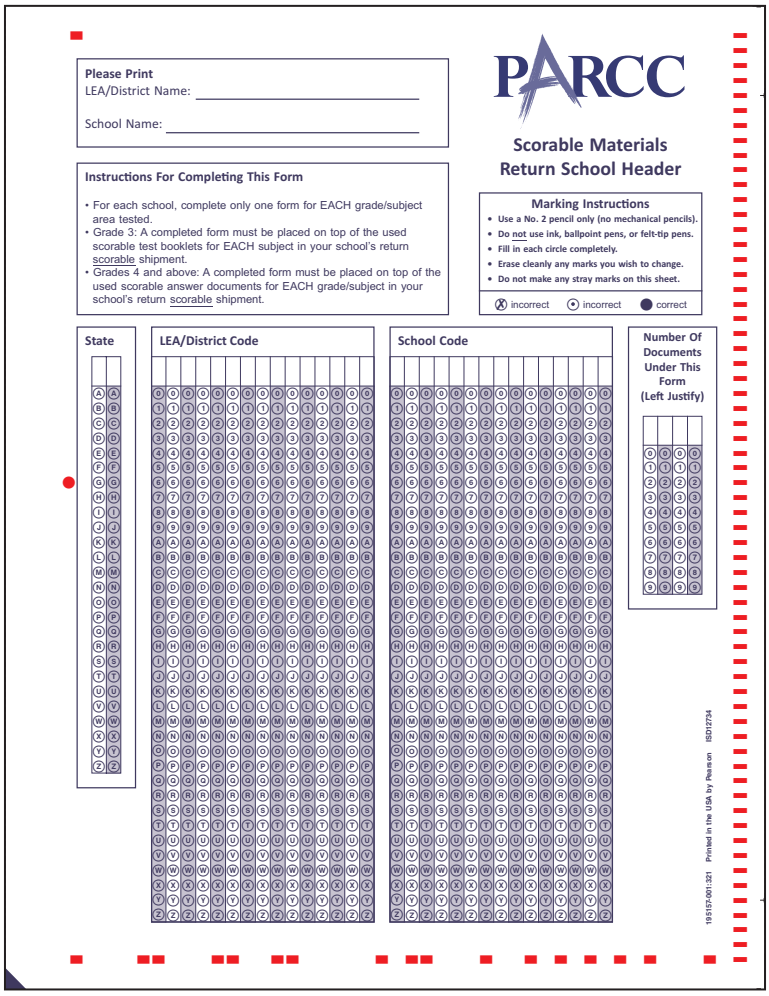
If you do not have a sufficient amount of these materials, place an additional order in PearsonAccess$^{next}$. Refer to Section 3.10.4 for additional information on additional orders. **If you placed additional orders for test materials, these return materials were not shipped to you automatically.**

**Scorable Materials Return School Header and Paper Bands**

- Complete a Scorable Materials Return School Header for each grade/course and subject.
- Place paper bands around each stack of scorable test booklets (grade 3, no more than 25 per band) or answer documents (grades 4–high school, no more than 25 per band).

- You may have more than one stack of banded documents per subject and grade/course, if necessary, but only complete ONE Return School Header and slip it in the first bundle. For example, Algebra 1 may have students from grades 9, 10, and 11 while grade 4 mathematics will only have students in grade 4.

**Figure 5.3 Sample Scorable Materials Return School Header**




**Note:** Do NOT photocopy any Scorable Materials Return School Header sheets. Use the original documents provided in your school's shipment.

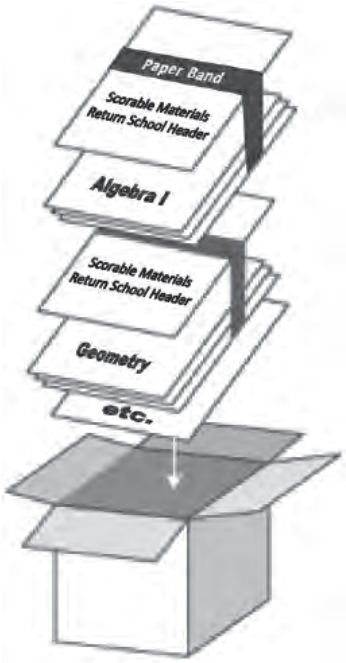
### Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on PARCC's PearsonAccess$^{next}$ website at http://pearsonaccessnext.com.

Place all scorable materials in the shipping boxes as shown in Figure 5.4. Do NOT place more than one school's materials in a box. Within a school, materials for different grades/courses can be placed in the same box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

**Note:** LEAs/Schools that qualify for freight shipment will receive a freight bill (instead of UPS return materials) and freight return directions in your Test Coordinator Kit.

**Figure 5.4 Packing Diagram for Scorable Test Materials**




**Note:** Box scorable and nonscorable materials separately, as these will be shipped to different addresses.

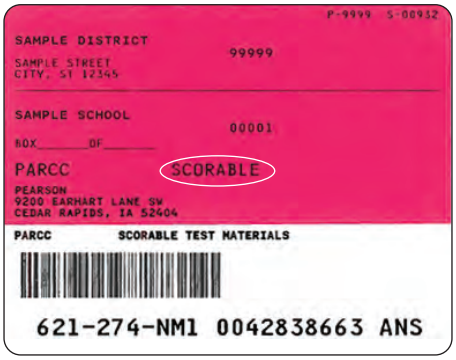
Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson scorable materials return shipping labels. Refer to Figure 5.5 for sample labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of scorable boxes.
- On the line that reads "SCH: BOX _ OF _" fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do NOT write anything else on the labels.
- Do NOT include your nonscorable box count with your scorable box count.

Find a UPS scorable return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with "SCORABLE" to the top of each box of scorable materials as shown on the left side of Figure 5.5. It is recommended that schools or LEAs maintain UPS tracking numbers.

**Figure 5.5 Sample Pearson Scorable Materials Return Shipping Label**

| UPS Return Label | Pearson Scorable Return Label Example |
|---|---|
| |   |

**Return Nonscorable Materials**

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on PARCC's PearsonAccess$^{next}$ website at http://pearsonaccessnext.com.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

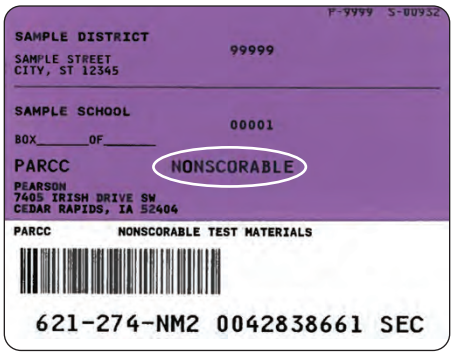
Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson nonscorable materials return shipping labels. Refer to Figure 5.6 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes.
- On the line that reads "BOX _ OF _" fill in the sequence of nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do NOT write anything else on the labels.
- Do NOT include your scorable box count with your nonscorable box count.

Find a UPS return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with "NONSCORABLE" to the top of each box of nonscorable materials as shown on the left side of Figure 5.6.

**Figure 5.6 Sample Pearson Nonscorable Materials Return Shipping Label**

| UPS Return Label | Pearson Nonscorable Return Label Example |
|---|---|
| |   |

### Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through PearsonAccess$^{next}$; they are not included in the Test Coordinator Kit with regular materials return shipping labels. Generic return labels include blank fields where pertinent state, district, and school information is recorded prior to return to Pearson.

Each administration includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Red Labels**–Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**–Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

### Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions. Refer to **Appendix C** for return shipping responsibilities in your state.

Pick-ups must occur as soon as possible after testing is complete (see your state's deadline for return in **Appendix C**). It is recommended that all materials are shipped for return within 5 days of the completion of testing in your LEA/district.

Pick-ups must be scheduled at least 24 hours in advance. Call UPS at 800-823-7459 (Maryland call K2 Logistics at 888-886-0780) to schedule pickups. UPS customer service is available 24 hours a day, 7 days a week. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their "Return Service." You must provide UPS with the following information:

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of packages to pick up
- A tracking number from any one of your UPS labels

Once the pickup is scheduled, the school or district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise. It is recommended that schools or LEAs maintain UPS tracking numbers.



### 5.2.5 PearsonAccess$^{next}$ Cleanup Activities for Paper-Based Testing

**Not Tested and Voided Tests**

Students with test registrations who did not participate in testing (e.g., absent for the entire testing window) but may need to be accounted for should be marked as **Not Tested** in PearsonAccess$^{next}$. Refer to your state policy in **Appendix C**. Refer to your PARCC State Contact for your state's **Not Tested** Reasons.

Test booklets or answer documents that have been returned to Pearson for scanning and processing can be marked **Void** only AFTER being scanned by Pearson. Voiding a test means the test will NOT be scored or used for reporting purposes. Only students with a test attempt should be marked as Void. If a test attempt should be marked Void, follow your state policy in **Appendix C**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://avocet.pearson.com/PARCC/Home for step-by-step directions on how to complete these tasks.

**Rejected Student Tests**

Rejected Student Test Alerts will be created for all scanned paper-based student tests that cannot be matched to a current student record in PearsonAccess$^{next}$. These alerts will appear on the **Testing** > **Rejected Student Tests** page in PearsonAccess$^{next}$ after the test booklets and answer documents have been scanned by Pearson. LEA Test Coordinators assigned the Rejected Student Test role must complete the data clean-up process for these tests to be scored. This task may be completed by your state. Refer to the *Data Clean-up: Rejected Student Tests* document posted at http://avocet.pearson.com/PARCC/Home for step-by-step directions.

### 5.2.6 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to Avocet for a copy of the form: http://avocet.pearson.com/PARCC/Home. Refer to your state policy in **Appendix C** for guidance on this form.

### 5.2.7 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by your state's policy in **Appendix C**:

**Required:**

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student
- 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), names of students assigned to that group

**If applicable:**

- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form
- UPS tracking numbers

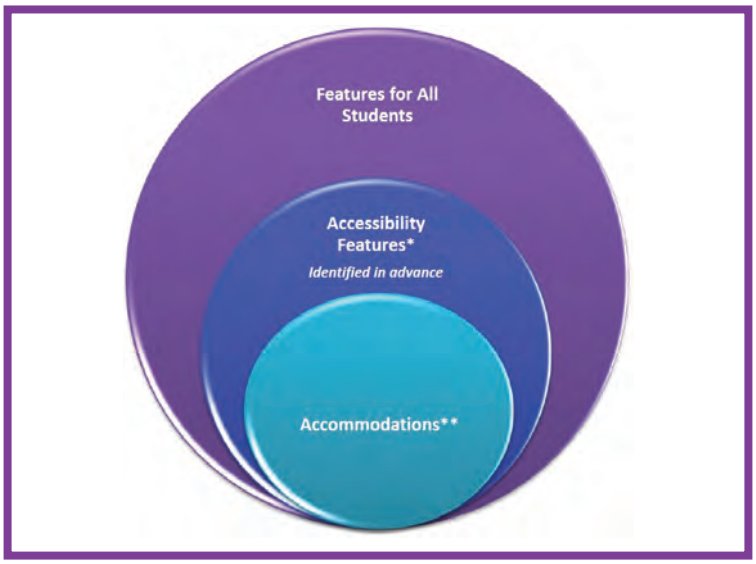
# 6.0 Accessibility Features and Accommodations

The *PARCC Accessibility Features and Accommodations Manual, 5th Edition (AF&A Manual)* is available online at: http://avocet.pearson.com/PARCC/Home. Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

## 6.1 Accessibility Features and Accommodations

PARCC's accessibility system includes three levels of support for students as shown.

**Figure 6.0 The PARCC Accessibility System**




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

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

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

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

### Administration Guidance in the *AF&A Manual*

In Sections 2, 3 and **Appendix A** of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted from the *AF&A Manual*.

**Accessibility Feature Example from Section 2:**

| Accessibility Feature | | Administration Guidelines |
|---|---|---|
| 1r | **Text-to-Speech for the Mathematics Assessments** *(SR/PNP Reference CD)* | **Before Testing:**<br>• Identification for SR/PNP: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.<br>• Test Administrator Training: Refer to the Text-to-Speech Tutorial on parcc.pearson.com for full training on tool functionality.<br>• Differences Between Text Only and Text Plus Graphics:<br>  ○ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images.<br>  ○ Text Only—Reads printed text but does not read any alternate text descriptions for images.<br><br>**During Testing:** The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones. |

**Accommodations Example from Section 3:**

| | Accommodation | Administration Guidelines |
|---|---|---|
| 3f | **Large Print Edition**[12]<br>*(SR/PNP Reference BM)* | **Before Testing:**<br>• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.<br>• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.<br>• Test Administrator Training: Test Administrators of students with visual impairments must review:<br>  ○ Appendix M: PARCC Assessments for Students with Visual Impairment, Including Blindness.<br>  ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments.<br><br>**During Testing:** A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the PARCC large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).<br><br>**After Testing:**<br>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.<br>• Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. |

[12]Distribution quantities for any paper based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

## 6.2 Before Testing: Preparing for Accessible Test Administration

**Reference the *AF&A Manual*:** Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the before testing activities necessary for Test Administrators to successfully provide students with each accessibility feature and accommodation.

### Identification of Accessibility Features and Accommodations in the Student Registration/Personal Needs Profile (SR/PNP)

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

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

The following accessibility features and accommodations are delivered via separate forms of the test and some cannot be combined:

Paper-Based Testing

- Braille Test Kit: For Fall Block, only English Braille American Edition (EBAE) will be available. For Spring, EBAE and Unified English Braille (UEB) will be available based on your state's UEB transition plan. Refer to **Appendix C** for guidance on your state's UEB transition plan. For individual student needs that do not coincide with your state's UEB transition plan, contact your state for guidance.
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (mathematics only)
- Spanish Large Print Test Kit (mathematics only)
- Spanish Read Aloud Test Kit (mathematics only)

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader
- Spanish (mathematics only)
- Spanish TTS (mathematics only)
- Spanish Human Reader (mathematics only)

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to PearsonAccess$^{next}$ as described in the *Student Registration/Personal Needs Profile Field Definitions* document. Once the SR/PNP has been uploaded Test Coordinators and Test Administrators can run the PNP report to review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test coordinator will need to correct the form assignment. Refer to

step-by-step directions in the *PARCC Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document on Avocet available at http://avocet.pearson.com/PARCC/Home and follow protocols to contact your state for further guidance.

**Training for Test Administrator Delivered Accessibility Features and Accommodations**
Students who use embedded accessibility features and accommodations will test independently, and therefore there is no during testing role for the Test Administrator. However, there are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the Test Administrator must review any training documents before testing.

| Accommodation | *PARCC AF&A Manual* References |
|---|---|
| ***Human Reader*** | **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<br>**Appendix I**: PARCC Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read<br>**Appendix J**: PARCC Audio Guidelines for Mathematics, used to ensure consistency in how items are read<br>**Human reader scripts**: Secure materials (shipped with test materials) used to ensure mathematics assessments are read consistently |
| ***Human Scribe*** | **Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription |
| ***Human Signer*** | **Appendix L**: Human Signer Guidelines |
| ***Extended Time*** | **Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation |
| ***Large Print and Braille*** | **Appendix M**: PARCC Assessments and Students with Visual Impairment including Blindness |
| ***Assistive Technology (Screen Reader and Non-Screen Reader)*** | **PARCC Assistive Technology Guidance** available at https://parcc.pearson.com/technology-setup/ |

**Accommodated Materials**
See a list of accommodated materials below:

**What is included in a Spanish Mathematics Test Kit?**

- Spanish test booklet
- Spanish answer document (except for grade 3 which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)
- English test booklet

**What is included in a Large Print Test Kit?**

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)

- Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

**What is included in a Human Reader Test Kit?**

- Human reader script (mathematics only)
- 2 standard test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

**Note:** If you order a Large Print Spanish Math or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

**What is included in a Braille Test Kit?**

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)



**What is included in a Tactile Graphic Kit (to support students using Assistive Technology Screen Reader)?**

| | |
|---|---|
| Grade 3 Mathematics Tactile Graphic kit includes: | • Grade 3 mathematics Tactile Graphic booklet<br>• Braille notes/special instructions (1 copy)<br>• Grade 3 Braille ruler (in a zip top baggie)<br>• Braille paper (6 blank sheets)<br>• Duplicate pages (when appropriate) |
| Grade 4 Mathematics Tactile Graphic kit includes: | • Braille protractor<br>• Grade 4 mathematics Tactile Graphics booklet<br>• Braille notes/special instructions (1 copy)<br>• Braille ruler (in a zip top baggie)<br>• Braille paper (6 blank sheets)<br>• Duplicate pages (when appropriate) |
| Grades 5–8 Mathematics Tactile Graphic kit includes: | • Braille protractor (no protractor for Grade 8)<br>• Braille mathematics reference sheet<br>• Mathematics Tactile Graphics booklet<br>• Braille notes/special instructions (1 copy)<br>• Braille ruler (in a zip top baggie)<br>• Braille paper (6 blank sheets)<br>• Duplicate pages (when appropriate) |
| High School Mathematics (all courses) Tactile Graphic kit includes: | • Braille mathematics reference sheet<br>• Tactile Graphics booklet<br>• Braille notes/special instructions (1 copy)<br>• Braille paper (6 blank sheets)<br>• Duplicate pages (when appropriate) |

**Unique Accommodations Guidance**

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

Refer to your state policy in **Appendix C** for guidance on how to submit a request for unique accommodations.

**Preparing the Test Environment for Accessibility Features and Accommodations**

Based on the needs identified in their SR/PNP, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's PNP to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, word prediction external device, and a hard copy braille edition.

Tables 1, 3, 4, 5, and 7 of the *AF&A Manual* indicate when Test Administrators must check to make sure materials are available for the student during testing. For paper-based testing, refer to **Appendix A** of the *AF&A Manual*.

## 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment *(identified in advance)*
- Human Signer for the Mathematics Assessment *(identified in advance)*

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Reader for ELA/Literacy*
- Human Signer for ELA/Literacy*
- Human Signer for Test Directions
- Human Scribe for Dictated Responses*
- Human Scribe for Signed Responses*
- Extended Time
- Monitor Test Response

*Refer to your state policy.

Test Administrators may need to provide the following accommodations to an English learner during testing:

- Extended Time
- Human Scribe for Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Mathematics Assessments in Spanish or other languages as needed

**Special Accommodations Circumstances During Testing**
For special circumstances regarding the administration of accommodations, refer to the appendices of the *AF&A Manual*:

- **Appendix G**: Emergency Accommodation Form
- **Appendix H**: Student Accommodation Refusal Form

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

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

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



## 6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator

**Reference the *AF&A Manual*:** Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the after testing activities for each accessibility feature and accommodation.

The Test Coordinator and Test Administrators will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students who are English learners:

- Speech-to-Text Device
- Human Scribe
- Large Print Edition of the Mathematics Assessment in Spanish or other languages

# Appendix A
# Glossary of
# PARCC-Specific Terminology

# Glossary of PARCC-Specific Terminology

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

| Term | Definition |
|---|---|
| **Accommodations** | An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on PARCC accommodations is available at http://parcc.pearson.com/manuals-training/. |
| **Accessibility Feature** | Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the PARCC assessments. A small selection of accessibility features available to all students need to be identified in advance. |
| **Administration Time** | Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials. |
| **IEP, 504 Plan, or EL Plan** | IEP plan refers to Individualized Education Program plan. 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.<br>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.<br>An English learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education. |
| **Local Education Agency (LEA)** | Commonly referred to as a school district, an LEA oversees local schools. |
| **LEA Test Coordinator** | LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator. |
| **Mathematics Tools for Administration** | Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the *AF&A Manual* for more information on mathematics tools for accommodations. |
| **Non-secure** | Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity. |
| **PearsonAccess$^{next}$** | The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the PARCC assessments. PearsonAccess$^{next}$ requires username and password setup. More information about setup and operation for the PARCC assessments is available in the *PearsonAccess$^{next}$ Online User Guide*. |

| Term | Definition |
|---|---|
| **Precache** | Precache is the action of downloading and storing test content to the local ProctorCache computer. |
| **ProctorCache** | ProctorCache software pulls and stores test content from Pearson to a local ProctorCache computer. This stored or "cached" test content is then distributed to TestNav clients during testing sessions. |
| **Section** | A portion of a mathematics unit – non-calculator section and calculator section. |
| **Secure** | A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students. |
| **Session** | In PearsonAccess$^{next}$, a session is the group of students registered to test a content area together (same time and location). |
| **SR/PNP** | The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment. |
| **Testing Environment** | All aspects of the test surroundings during testing, this includes what a student can see, hear, or access. |
| **TestNav** | The application used to administer the computer-based PARCC assessment is available at http://PARCC.testnav.com. |
| **Unit** | Each content area of the PARCC assessments is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section. |
| **Unit Testing Time** | Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired. |

# Appendix B

# Security Agreement

# 2016–2017 PARCC Assessment Security Agreement

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

**For School Test Coordinators**

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

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

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

**For Test Administrators and Proctors**

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

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

_____ _____

First Name (print) Last Name (print)

Role

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

_____ _____

Signature Date

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

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

# Appendix C

# State Policy Addendum

**Note:** This appendix will provide state specific information for states participating in the 2016–2017 Administration. Those states are: Colorado, District of Columbia, Illinois, Maryland, New Jersey, New Mexico, Rhode Island, and the Bureau of Indian Education (BIE).

If a state-specific policy is not provided for a particular issue, follow the protocols as outlined in this manual or follow your state instructions for contacting the LEA/district or PARCC State Contact.

# Colorado (Spring Only)

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

| Section | Issue | Colorado State Policy |
|---|---|---|
| | **Terminology** | LEA Test Coordinator (LTC) = District Assessment Coordinator (DAC)<br>School Test Coordinator (STC) = School Assessment Coordinator (SAC). |
| **Spring Key Dates** | **Testing Window** | **April 10–28, 2017**<br>Additional week(s) for ELA/L and math **if testing online**<br>4-week window April 3–April 28, 2017<br>5-week window March 27 or March 21–April 28, 2017<br>6-week window March 13–April 28, 2017 |
| | **States Load LTC Users in PearsonAccess$^{next}$** | Will be loaded by CDE. |
| | **Load Organization Participation Data File in PearsonAccess$^{next}$** | Will be loaded by CDE. |
| | **State, LTC, or STC Load Student Registration Data** | State will upload students into PearsonAccess$^{next}$ after 12/16/2016; districts will have from 1/9/2017 to 1/27/2017 to update student tests, mode of testing, and paper-based accommodated forms (i.e., large print, braille, Human Reader scripts). |
| | **Receive Materials** | 2 weeks prior to district testing window; Paper-based only districts will receive materials by March 27, 2017. |
| | **Additional Orders Window—All Materials** | Opens two weeks prior to the district testing window. Secure materials window closes on **April 25, 2017**. |
| | **Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)** | Opens two weeks prior to the district testing window and closes **May 3, 2017**. |
| | **Return Materials** | **All scorable materials shipped by May 3, 2017.**<br>**All non-scorable materials shipped by May 5, 2017.** |

| Section | Issue | Colorado State Policy |
|---|---|---|
| **1.2**<br>**3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | • All personnel involved in tested must be trained annually and sign the CO Security Form.<br>• School Test Coordinators must be district/school employees.<br>• Test Administrators must be employed by the district/school.<br>  • Substitutes may be TAs if they are certified teachers and trained.<br>  • TAs may not administer tests to a relative.<br>• Student teachers **cannot** be Test Administrators, but can be a proctor in the room. TA to student ratio cannot be larger than 1:30. |
| **2.1.3**<br>**3.3.2**<br>**4.2.4** | **Steps for Submitting Security Forms** | Use the Colorado Security Form. DAC security form will be held by CDE. Within a school/district, individual security forms must be held at the school or district for 3 years.<br>Online submission to CDE of the following forms through **Syncplicity**:<br>• Training Verification form<br>• Form for Reporting Security Breaches/Testing Irregularities<br>• Form for Reporting Missing/Damaged/Contaminated Materials<br>• CDE Post-Certification Form |
| **2.2.1** | **Observation Policies** | • CDE may conduct observation visits.<br>• DAC or representative may conduct observation visits.<br>• Principal may conduct observation visits.<br>• State-sanctioned representatives may conduct observation visits, if state and DAC notified in advance. |
| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach** | SAC/STC and TAs must follow the **communication protocol**:<br>• TA talks to the School Test Coordinator immediately upon discovering testing irregularity/security breach.<br>• School Test Coordinator calls DAC immediately. Have the SAC and/or TA write a statement about the event.<br>• DAC contacts the state immediately upon receiving call from school.<br>• The DAC submits Testing Irregularity/Security Breach form through **Syncplicity**, once all the information and follow up is complete.<br>Contact DAC immediately for anything that may impact a student's score or may require tests to be invalidated (i.e., testing irregularities, including major misadministrations, security breaches, testing in the wrong unit, safety or weather threats that cause testing to be continued on a different day, and significant technology challenges).<br>If CBT student logs into the wrong student's test and marks answers, the DAC should immediately contact CDE.<br>Complete an incident report for students who go past the stop sign in PBT and notify CDE when it is uploaded.<br>**Immediately Report problems with item functionality directly to Pearson through the Call Center or Support site.** |

| Section | Issue | Colorado State Policy |
|---|---|---|
| **2.3** | **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).<br>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed).<br>**Not allowed:** Writing materials and electronic devices, including but not limited to computer, nook, kindle, iPad, iPod, and phone. |
| **2.4** | **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:<br>• Sit quietly until the session has ended.<br>• Sit quietly and read (see materials allowed above).<br>• Leave the testing room. |
| **2.4**<br>**3.6.3** | **Extended Time and/or Frequent Breaks Policies** | Frequent breaks do not stop testing time. If a student with an IEP has the accommodation of frequent breaks and extended time, he/she must complete the unit within the same day. Extended time should not be more than two times the unit testing time, unless specifically stated in the IEP.<br>Extended Time accommodations must be provided in a separate location from regular administrations. |
| **3.2.1** | **Requirements for Completing Student Registration/Personal Needs Profile Import** | The state will upload grades 3–9 ELA and Math. Districts may need to change math assignments at grades 7 and above if students are taking high school mathematics courses. Districts will need to update form assignments and accommodations prior to January 27 for paper-based test materials to be shipped with the original order. Updates to form assignments (e.g., TTS, AT, etc.) are needed prior to "Preparing" the test sessions for online assessments. |
| **3.6.2** | **Additional Requirements for Make-Up Testing** | Only students taking assessments with the same timing and directions may be in a make-up environment together.<br>**Recommendation:** For online testing, use the combined view in PearsonAccess$^{next}$ to control multiple test sessions for make-up testing. |
| **3.9.1**<br>**3.10.1** | **Additional Requirements for Paper-Based Test Materials** | Secure materials **cannot** be distributed to a school more than 1 week prior to each school's testing window:<br>• Schools may open test packages up to 4 school days prior to testing.<br>• If using a label, do not bubble anything on the data grid or the answer document/booklet.<br>• If there is no label, ensure that ALL fields on the data grid are complete and match what is in PearsonAccess$^{next}$.<br>• Non-secure materials (manuals) may be distributed as soon as they arrive in the district. |

| Section | Issue | Colorado State Policy |
|---|---|---|
| **3.10.2**<br>**5.2.4** | **Shipping Procedures for Paper-Based Materials** | Test materials are shipped to the District (LEA) and then distributed to schools.<br>Each School Test Coordinator must return test materials to the district. Once the materials are checked-in by the district, the DAC must contact UPS directly to schedule "Return Service" pickup (remember, only ship one school in a box).<br>**All paper-based test materials must be picked up by May 3, 2017**; however, they should be returned earlier if paper-based testing is completed before the end of the testing window.<br>**If materials have not been received by May 5, 2017, student test booklets/documents will not be scored.** |
| **3.10.2** | **Approving Additional Orders** | State approves additional orders; a reason indicating the need for additional materials must be included with the order. Only DACs (district users) will be able to request additional orders. Accommodated materials will only be approved if the student's registration has been updated and matches what is ordered. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged and/or Contaminated Materials** | • School calls DAC immediately upon discovering missing, damage/contaminated secure materials. For missing materials, the DAC contacts the state.<br>• The school submits the Missing/Damage/Contaminated Materials form to the DAC. After an investigation into the missing materials, the DAC contacts CDE. CDE will require the following documentation: signed statements from the DAC, SAC, and any other personnel involved; chain of custody documentation; school testing schedule and timeline of the missing materials; copies of signed CO security agreement forms for all involved persons; completed Missing Materials form.<br>If a test booklet/answer document is contaminated and cannot be transcribed, follow the protocol to contact CDE. Any forms will be sent to CDE via **Syncplicity**. |
| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | Disruptive students should be removed from the testing environment following your school policy. Disciplinary action is the decision of the school/district. Notify DAC (LEA Coordinator) to determine next steps. If the possibility of invalidation or misadministration exists, follow protocol to contact CDE. |
| **5.2.3** | **Applying Student ID Labels for Paper-based Testing** | No additional instructions. |
| **5.2.5** | **Void/Not Tested Instructions** | Void and Not Tested codes/reasons are posted on the CDE website. |

| Section | Issue | Colorado State Policy |
|---|---|---|
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | The signed agreements must be maintained (electronically or physically) by the school or district for three years. It is suggested that individuals maintain a copy of this agreement for their own 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 record to the DAC. The DAC verifies that all staff have been trained by submitting the CDE Training Verification form through Syncplicity prior to the district testing window opening. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | • In Colorado there are additional requirements for some accommodations. Refer to DAC training and the Procedures Manual for Colorado policies.<br>• For computer-based testing, a human reader is only allowed for translation of the assessment. Students not needing translation will use text-to-speech as their oral presentation.<br>• Supervised access to test materials two days in advance of testing is **only** allowed for translation accommodations and Human Reader (oral presentation) for PBT. For these two purposes only, Test Administrators may have supervised access to the test materials two days prior to testing. They must follow chain of custody procedures to check materials out and in each day. This time with the materials is to ensure that the Test Administrator understands what can be read to the student by using the audio guidelines found in the current *PARCC Accessibility Features and Accommodations Manual*: http://avocet.pearson.com/PARCC/Home#10616. For math, the Human Reader script must be used if there is a Human Reader or Signer for the assessment.<br>• Students using a phone/electronic device in the testing environment for medical reasons must have documentation at the district/school indicating the medical necessity for the device.<br><br>TVIs may check to ensure that the correct form of Braille has been received when materials arrive in the district. They may review **only** the braille notes two days prior to testing. They may **not** preview the test questions/booklet.<br><br>The Human Reader accommodation is only for paper-based testing, unless the student requires translation for math or a Human Signer. |
| **6.3** | **Steps for Unique and Emergency Accommodations** | Unique Accommodation forms must be submitted to CDE for approval **by December 15 through Syncplicity**. Forms cannot be emailed as they contain personally identifiable information (PII). The CDE Unique Accommodation Request (UAR) documentation must be submitted for TTS and human reader or signer for the ELA assessment; human scribe for constructed response on ELA; and for calculators on the non-calculator portions of the math assessment.<br><br>Emergency Accommodation Request Forms should be kept at the school or district level for three years. If the emergency accommodation requires the student to change from online to paper administration mode, notify CDE. Update PearsonAccess$^{next}$ to reflect that an emergency accommodation was needed and what was used (i.e., scribe or other). |

| Section | Issue | Colorado State Policy |
|---|---|---|
| **6.3** | **Translation Policy** | Math: Onsite translator must be fluent in oral and written English and translation language, and be proficient in mathematics.<br>Under the supervision of the STC or DAC, a translator (for languages other than Spanish) may have access to the test two days prior to testing along with the audio guidelines, following the above State-Specific Procedures for Accessibility and Accommodation.<br>**Grades 3–4 ELA:** Students who meet the eligibility criteria for the Colorado Spanish Language Arts assessment (CSLA) may take CSLA in place of PARCC ELA/L. These students are still required to take PARCC math. |
| | **Braille Transition Plan** | ELA: Grades 3–5 UEB<br>ELA Grades 6–9 EBAE<br>Math Grades 3–5 UEB with Nemeth code<br>Math Grades 6–9 EBAE with Nemeth code |
| **5.2.2** | **Transcription Policy for CBT** | The student will log out of, not submit, the unit. The transcriber will follow guidelines for transcription in the *AF&A Manual* and then submit the unit. The student will then be able to take the next unit and repeat the transcription process. If a student does submit the unit prior to transcription, the DAC will need to contact CDE. |
| | **Additional State Considerations** | *The Procedures Manual* contains CO policies not addressed in this manual. *The Procedures Manual* policies are to be followed for PARCC administration. In general, students in your building (including foreign exchange students) must test unless they are a part-time home school student (Colorado Revised Statutes, 22-7-1006.3 (3) (a)). There is an exception for students who are EL and first year in the US, depending upon district policy. For questions about assessment in special circumstances, follow the directions in the *CMAS and CoAlt Procedures Manual*.<br>**Scratch paper:** students taking paper-based assessments must be provided with scratch paper. For CBT administration of math, students must be provided with scratch paper. For CBT administration of ELA, districts may decide if scratch paper will be handed out to all students. Scratch paper must be made available to any student that needs or asks for it.<br>If CBT student logs into the wrong student's test and marks answers, the DAC should contact CDE.<br>**Optional Surveys:** CDE will provide a link for optional student surveys, Test Administrator Surveys, and DAC/SAC Surveys. |
| **Appendix G** | **English Language Arts/Literacy Field Test** | Selected schools will be contacted by CDE. DACs may contact CDE if there are any questions. |

# District of Columbia (Spring Only)

| PARCC State Contact<br>For questions about PARCC and state policies, contact your state's assessment office. | | |
|---|---|---|
| **Telephone** | **Email** | **Website** |
| 202-304-3269 | OSSE.assessment@dc.gov | OSSE.DC.gov/PARCC |



| Section | Issue | District of Columbia State Policy |
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| **Fall Key Dates** | **Testing Window** | DC will not administer fall assessments for the 2016–17 school year. |
| **Spring Key Dates** | **Testing Window** | **State Window: April 10–June 5, 2017 LEA Options:**<br>**PARCC 1: April 10–May 26, 2017***<br>**PARCC 2: April 24–June 5, 2017**<br>***Assumes a 5 day spring vacation** |
| | **States Load Organizations in PearsonAccess$^{next}$** | 10/31/2016–2/24/2017 |
| | **States Load LTC Users in PearsonAccess$^{next}$** | 10/31/2016–2/24/2017 |
| | **State, LTC, or STC Load Student Registration Data** | 11/7/2016–2/24/2017 |
| | **Additional Orders Window—All Materials** | 3/22/2017–6/5/2017 |
| | **Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)** | 3/22/2017–6/12/2017 |
| | **Return Materials** | 5/19/17 |

| Section | Issue | District of Columbia State Policy |
|---|---|---|
| **1.2**<br>**3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | • All authorized personnel involved in PARCC are subject to all requirements, duties and sanctions in the Testing Integrity Act of 2013 effective October 17, 2013, including any subsequent amendments (D.C. Law 20–027; D.C. Official Code § 38–771.01 et. seq.) ("Test Integrity Act") and any associated regulations.<br>• All authorized personnel involved in PARCC testing should refer to the DC Testing Integrity and Security Notification Statement. PARCC security agreements are not required for DC personnel.<br>• Local education agency (LEA) Test Coordinators are responsible for the duties of the Test Integrity Coordinator as per the Testing Integrity Act. They must complete test integrity training developed by the Office of the State Superintendent (OSSE).<br>• School Test Coordinators are responsible for the duties of the Test Monitors as per the Testing Integrity Act. They must complete test integrity training developed by OSSE.<br>• Test Administrators must be professional employees of District of Columbia Public Schools or a DC public charter school, and must not have been sanctioned for test integrity violations in the previous year.<br>• Proctors do not need to be school personnel, but all proctors must be trained in test administration procedures by authorized LEA personnel, adhere to the Testing Integrity Act requirements for authorized personnel and work under the direction of a Test Administrator.<br>• Proctors may administer accommodations, if they receive training prior to administration and are under the supervision of a Test Administrator. |
| **2.1.3**<br>**3.3.2**<br>**4.2.4** | **Steps for Submitting Security Forms** | **ATTENTION:** All authorized personnel must receive the Testing Integrity And Security Notification Statement provided by OSSE, **NOT** PARCC security agreements.<br>Within 10 days of the conclusion of the last Districtwide assessment of the school year, LEAs must obtain Test Integrity Affidavits from the LEA's test integrity coordinator and each of the LEA's test monitors, **NOT** PARCC post-test certification forms. Within 15 days of the conclusion of the last Districtwide assessment of the school year, LEAs must file with OSSE, the affidavits from the LEA's test integrity coordinator and each of the LEA's test monitors, **NOT** PARCC post-test certification forms.<br>• Security affidavits may be submitted directly to OSSE via email.<br>• LEAs must submit signed Test Integrity Affidavits to OSSE within 15 days after testing, as per the Testing Integrity Act. Individuals may also maintain a copy of these documents for their records. |

| Section | Issue | District of Columbia State Policy |
|---|---|---|
| **2.2.1** | **Observation Policies** | • Observers from the school, LEA, sector representatives or OSSE may conduct visits during testing.<br>• Observation visits without prior notice from OSSE to monitor compliance with the Test Integrity Act and Testing Security Guidelines may include the following processes: adherence to test plans, test administration, test environment, handling and distribution of test materials, collection test materials, and test materials packaging and shipment.<br>• PARCC Inc. staff may conduct informational observation visits pre-approved by OSSE and the LEA prior to observation. |
| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach** | • Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously via email to OSSE.TestIntegrity@dc.gov.<br>• LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE immediately, and should submit a written report of a breach or irregularity **within 24 hours**. |
| **2.3** | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | No materials in the testing environment before or after testing should compromise test validity and integrity. Test materials must be collected by the Test Administrator prior to the students having any other materials. Any blank paper used after testing should be collected by the Test Administrator before students leave the testing environment. Allowable materials include:<br>• Recreational books (subject matter of recreational books to be unrelated to content being assessed).<br>• Pens or colored pencils and blank paper. |
| **2.4** | **Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | • After student has checked and submitted his or her work, the Test Administrator dismisses the student, and/or<br>• After student has submitted his or her work, the student may sit quietly and use allowable materials. |
| **2.4**<br>**3.6.3** | **Extended Time and/or Frequent Breaks Policies** | Test Administrators may not "stop the clock" for student frequent breaks, unless the student has an extended time accommodation, or unless the Test Administrator chooses to give a 3-minute stretch break during testing to all students in the test environment. |
| **3.2.1** | **Requirements for Completing Student Registration/Personal Needs Profile Import** | OSSE will upload the initial Student Registration Import/Personal Needs Profile. LEAs are responsible for adding any missing information, and editing and verifying registrations. There may also be requests for pre-registration data collection on course-based testing. |

| Section | Issue | District of Columbia State Policy |
|---|---|---|
| **3.6.2** | **Additional Requirements for Make-Up Testing** | • No test unit may be administered in more than one sitting or over a multi-day period.<br>• All testing, including make-up tests, must occur within the school's selected testing window.<br>• Schools may schedule make-up tests for different grade levels/subject areas at the same time and in the same room. In this case, special attention must be paid to variations in unit testing times and administration scripts. |
| **3.9.1**<br>**3.10.1** | **Additional Requirements for Paper-Based Test Materials** | All secure test materials should be handled according to the DC Testing Integrity Act. Secure materials may be removed from shrink wrap up to 5 business days prior to the beginning of testing to inventory materials and apply ID labels. Sign in and out of all secure test materials using the PARCC chain of custody form is required. |
| **3.10.2**<br>**5.2.4** | **Shipping Procedures for Paper-Based Materials** | Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact the vendor-designated shipper directly to schedule "Return Service" pickup. |
| **3.10.2** | **Approving Additional Orders** | Additional orders will be approved by OSSE. Schools will receive an approval or a response within 1 business day of additional order submission on PearsonAccess$^{next}$. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged, and/or Contaminated Materials** | Follow procedures in TCM. |
| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | If a student is disruptive during testing, School Test Coordinators may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time. |
| **5.2.3** | **Applying Student ID Labels for Paper-Based Testing** | Student ID labels for paper-based testing must be applied **before** testing begins and noted on a chain of custody form, in order to follow chain-of-custody procedures. |
| **5.2.5** | **Void/Not Tested Instructions** | Voiding of tests can only be performed by the Office of the State Superintendent of Education (OSSE). To request the voiding of a test, contact a state representative to determine if a valid reason for voiding exists.<br>If a student does not take the statewide test, a not tested code should be entered by the test coordinator. When prompted for a code, select reason code 1. |

| Section | Issue | District of Columbia State Policy |
|---|---|---|
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | It is required for the purposes of any future monitoring or investigation that LEAs maintain (in electronic or physical form) the following documents for four years:<br>• All test irregularity and security breach reports and any investigation documentation,<br>• School Test Security Plans,<br>• Signed Test Integrity Affidavits,<br>• Record of who received the Test Integrity and Security Notification Statement and when the Notification Statement was provided and<br>• Test Materials Chain of Custody documentation<br>The following additional materials are highly recommended:<br>• LEA Action Plans and Corrective Action Plans,<br>• Inventory, shipping and receiving documents,<br>• Test administrator training records and attendance, and<br>• Verification letters |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | Further guidance and resources on accessibility and accommodations in DC, including crosswalks from the Special Education Data System (SEDS) to PARCC, are available at http://OSSE.dc.gov/service/testing-accommodations.<br>Students with a documented and valid medical inability to take the test will receive a medical exemption. Medical exemption forms must be completed and signed by the student's medical provider prior to submission to OSSE. Instructions for submitting a medical exemption request are available here: http://OSSE.dc.gov/service/test-security-and-incident-forms<br>If a student has a medical condition that requires the use of an electronic device, otherwise prohibited from use during testing, please contact OSSE. |
| **6.3** | **Steps for Unique and Emergency Accommodations** | Requests for unique/emergency accommodations must be considered and approved by OSSE prior to use on statewide assessments. Standard accommodations should be considered prior to requesting a unique accommodation.<br>Unique accommodations requests must:<br>• Be individualized for each student.<br>• Be based on a student need as documented on the student's current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.<br>• Be submitted annually.<br>• Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director.<br>• Be approved by OSSE prior to testing.<br>Emergency Accommodations: LEA staff should complete the form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual* and retain the form in the student's file. |
| **6.3** | **Translation Policy** | The Spanish translation of the PARCC math is available as an accommodation for English language learners in DC. No other tests will be available in translation for the spring 2017 test. Refer to the *PARCC Accessibility Features and Accommodations Manual* for further accommodations available to English language learners. |

| Section | Issue | District of Columbia State Policy |
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| | **Braille Transition Plan** | The District's UEB transition plan is under development during the 2016–17 school year. |
| **5.2.2** | **Transcription Policy for CBT** | If a student who is taking a computer-based test has an accommodation that required transcription, the test will need to be "un-submitted" after the student completes testing. The "Undo Test Submit" role within PearsonAccess$^{next}$ is a state role only. If you need to have a student's test unsubmitted for transcription purposes, contact OSSE.Assessment@dc.gov. |
| **Appendix G** | **English Language Arts/Literacy Field Test** | OSSE will contact schools if they are selected to take the field test. |
| | **Additional State Considerations** | LEA and School Test Coordinators should refer to the DC Testing Integrity Act and associated guidance and regulations for required test security procedures, as well as directions on DC test integrity forms.<br>Additional requirements under the DC Test Integrity Act include, but are not limited to:<br>• Maintain and submit a school test security plan to OSSE no later than 15 calendar days before the administration of the first Districtwide assessment of a school year. |

# Illinois (Spring Only)

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

| Section | Issue | Illinois State Policy |
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| **Spring Key Dates** | **Testing Window** | March 6, 2017 (earliest)–April 28, 2017 (latest)<br>**Note:** Schools must identify up to a 30-consecutive-school-day test window via SIS. |
| **1.2<br>3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | * In general, educators holding an active Professional Educator License with stipulations endorsed as a provisional educator may administer PARCC. Below are three specific circumstances that deviate slightly from the general rule. For a detailed explanation of school staff who may administer the PARCC assessments, please see the document posted at the ISBE web site.<br>1. Paraprofessionals who hold an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant line-of-sight supervision of a licensed educator may administer PARCC. A licensed educator hired as paraprofessional also has to be under constant line-of-sight supervision.<br>2. Substitute teachers who hold a Substitute Teaching License and hired as a substitute teacher may administer PARCC.<br>3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:<br>a. The parent's presence is required as part of the student's IEP or Section 504 Plan.<br>b. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom. |
| **2.1.3<br>3.3.2<br>4.2.4** | **Steps for Submitting Security Forms** | Individual security forms will be held at the school or district for 3 years. |
| **2.2.1** | **Observation Policies** | Local newspapers, school newspapers, and yearbook staff often like to have a picture of students taking the PARCC assessments. Photographs cannot be taken during the administration of the PARCC assessments. You may however "stage" students at computer terminals prior to the actual administration. Or you may photograph students at computer terminals prior to students taking the assessments. Do not allow photographs to be taken during the actual administration of the PARCC assessments. |

| Section | Issue | Illinois State Policy |
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| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach** | School staff has 5 business days to submit a test irregularity form to the Student Assessment Division at the Illinois State Board of Education. Please provide details of the incident and what steps school staff took to correct incident. School staff do not need to report minor technology issues that staff are able to resolve and continue with student testing (e.g., student not initially assigned the correct test accommodations in the online test format). If you have questions, please contact the student assessment division at 1-866-317-6034. |
| **2.3** | **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)<br>• Textbooks for subjects other than the one being tested<br>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)<br>• Notebooks or papers of any kind (subject matter must be unrelated to content being assessed)<br>• Pens or colored pencils |
| **2.4** | **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.<br>• After student has checked his or her work, the student must sit quietly until the session has ended.<br>• After the student has checked his or her work, the Test<br>• Administrator dismisses the student.<br>• After student has checked his or her work, the student must sit quietly and use allowable materials. |
| **2.4**<br>**3.6.3** | **Extended Time and/or Frequent Breaks Policies** | Follow procedures outlined in the TCM. |
| **3.2.1** | **Requirements for Completing Student Registration/Personal Needs Profile Import** | The Illinois State Board of Education will prepare and upload the Student Registration File (and PNP information) on behalf of schools and districts. Districts must enroll students in SIS, include course assignment information, and PNP information. |
| **3.6.2** | **Additional Requirements for Make-Up Testing** | Follow procedures outlined in the TCM. |
| **3.9.1**<br>**3.10.1** | **Additional Requirements for Paper-Based Test Materials** | The district test coordinator has the authority to determine day of testing administrative protocols.<br><br>Secure materials may be unpacked one calendar week prior to testing. It is the responsibility of the district to maintain any secure materials in a secured environment throughout the testing window. |
| **3.10.2**<br>**5.2.4** | **Shipping Procedures for Paper-Based Materials** | Test materials are shipped to the LEA and then distributed to schools (except for Chicago Public Schools). Each school test coordinator must return test materials to the LEA. The LEA test coordinator must contact UPS directly to schedule "Return Service" pickup. For Chicago Public Schools, test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup. |

| Section | Issue | Illinois State Policy |
|---|---|---|
| **3.10.2** | **Approving Additional Orders** | ISBE staff approves additional orders. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged, and/or Contaminated Materials** | Follow procedures outlined in the TCM. |
| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | Test administrators, school test coordinators, and school administrators may use their discretion when removing students from a test section for behavior that is disruptive to the testing environment for other students.<br><br>The district test coordinator should be contacted (and in conjunction with the school staff) and decide how to proceed with testing. The student may be given a chance to complete the unfinished testing time, or it may be decided to end testing for that student.<br><br>Under no circumstances can a test administrator make a unilateral decision to invalidate a test. |
| **5.2.3** | **Applying Student ID Labels for Paper-Based Testing** | Follow procedures outlined in the TCM. |
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | Please complete the Post-Test Certification Form and retain with local records. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | Follow procedures outlined in the TCM and the *PARCC AF&A Manual*. |
| **5.2.5** | **Void/Not Tested Instructions** | Reasons for No Valid Test Attempt must be entered in SIS. Do not enter that information in Pearson Access$^{next}$. |
| **6.3** | **Steps for Unique and Emergency Accommodations** | Unique Accommodations: District staff should complete the form in **Appendix F** in the *PARCC Accessibility Features and Accommodations Manual*. Send the form to the state following the required timeline.<br><br>Please send the completed form to: Illinois State Board of Education, Student Assessment Division, Unique Accommodations Request, 100 N. First Street, Springfield, IL 62777-0001, or fax to: 217-782-6097.<br><br>Emergency Accommodations: District staff should complete the form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual*. Retain the form in the student's file. |
| **6.3** | **Translation Policy** | Follow procedures outlined in the TCM and the *PARCC AF&A Manual*. |
| | **Braille Transition Plan** | TBD—See Avocet for more details |
| **5.2.2** | **Transcription Policy for CBT** | No additional state requirements. Follow procedures outlined in the TCM. |

| Section | Issue | Illinois State Policy |
|---|---|---|
| | **Mathematics Assessment for Accelerated Students** | Students enrolled in a mathematics class designated as a high school mathematics class (e.g., grade 7 student taking Algebra I), may take the corresponding high school mathematics PARCC assessment. Please contact the SIS Help Desk (217-558-3600) to help with getting the correct test assignment in SIS. |
| | **Mathematics Assessment for Dual-Language Learners** | For schools that provide mathematics instruction in Spanish (classrooms composed of native speakers and English learners), school staff can choose to administer the PARCC mathematics assessment in Spanish to the entire class. If you would like more information, please contact the Student Assessment Division. |
| | **Re-opening a Submitted Online Test** | School staff can be assigned the "undo test submit" role. With this role, school staff can re-open a submitted test. It will not be necessary to contact ISBE or the Pearson Call Center to re-open a submitted test. Test Coordinators should use discretion in the assignment of this role to school staff. |
| | **Eligible Students** | **Fifteen-Year-Old Grade 8 Students with Disabilities (with an IEP)**<br>The following policy for testing pertains to 105 ILCS 5/14-6.01 of the school code. Fifteen-year-old grade 8 students with disabilities (by law) become accountable to the high school district. The high school district becomes financially responsible for the student. The high school district is also responsible for the educational program of the student.<br>The law only pertains to elementary districts that feed into separate high school districts. It does not pertain to unit districts. In response to questions from school districts regarding testing accountability, the following should occur for those students, who are 15 years old, in grade 8, attend an elementary district, and have an IEP:<br>• The high school becomes the student's home school.<br>• The student should be enrolled in grade 9 in high school with the serving school as the grade 8 placement.<br>• Grade 9 students do not test. Therefore, these students do not test with PARCC or DLM.<br>• It is recommended that an IEP meeting be called to make these changes.<br>• If the student is 15 on or before the 1st day of the district's testing window, the student does not take the assessment.<br>**Home-Schooled Students and Private/Parochial School Students**<br>Students who are full-time home-schooled or full-time at a private school are not eligible to take any state assessments. Some students may be partially home-schooled or attend some courses at a private school; in these cases, the student(s) take the PARCC only for the subject(s) that they are receiving instruction in the public school (reading, mathematics, and science). |

# Maryland

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

| Section | Issue | Maryland State Policy |
|---|---|---|
| **Fall Key Dates** | **Testing Window** | Online—Any consecutive 30 school days between November 28, 2016 and January 27, 2017.<br>Paper—Any consecutive 30 school days between November 28, 2016 and December 23, 2016.<br>All paper testing must be completed by December 23, 2016. |
| **Spring Key Dates** | **Testing Window** | Online—Any consecutive 30 school days between April 3, 2017 and June 9, 2017.<br>• Districts may designate a separate online testing window for High School courses.<br>• All primary and make-up online testing should take place during the designated 30 day online window(s).<br>Paper—Any consecutive 30 school days between April 3, 2017 and May 12, 2017.<br>• Districts may designate a separate paper testing window for High School courses.<br>• All primary and make-up paper testing should take place during the designated 30 day paper test window(s).<br>• No online or paper PARCC tests should be completed before the date designated by a local school district as their "80% of the school year" point.<br>• If inclement weather, safety threats, or technology problems affect a district's or specific school's testing schedule, the LAC should contact MSDE to discuss possible modifications to the testing window.<br>• LEA24 schools will adhere to the Testing Windows on the Special Placement Calendar. |
| | **States Load Organizations in PearsonAccess$^{next}$** | Loaded by State |
| | **States Load LTC Users in PearsonAccess$^{next}$** | Loaded by State |
| | **Load Organization Participation Data File in PearsonAccess$^{next}$** | Loaded by State |
| | **State, LTC, or STC Load Student Registration Data** | Data File loaded by LACs or designated Data Manager. STCs can complete individual student registrations as needed per the policy of the local school system. |
| | **Receive Materials** | Each local school system will receive initial deliveries of manuals and paper test materials at least 10 school days prior to the start of their (first) testing window. |

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| **Spring Key Dates (continued)** | **Additional Orders Window—All Materials** | The additional order window begins for each local school district when their initial orders arrive in schools and are inventoried.<br>All additional orders of secure materials must be submitted and approved by May 1 in order to receive the materials and complete testing by the end of the paper testing window on May 12.<br>LACs must approve all additional orders placed by schools in their district. Additional orders will not be processed until they are approved.<br>MSDE may require LACs to confirm unusually large additional orders before approval.<br>ALL additional orders will take 5 days from approval to arrive in schools. |
| | **Return Materials** | Paper Test Return Materials should be shipped out of schools within 5 days of the conclusion of their testing window(s) and shipped no later than May 19. |
| **1.2<br>3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | School Test Coordinators must be certified education professionals including:<br>• State-certified academic classroom teachers<br>• Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs<br>• State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education<br>• State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators ***(other than the Principal)***<br>Principals cannot serve as School Test Coordinators unless a "Request for a Waiver to the Eligibility Requirements for School Test Coordinator" has been submitted to and approved by MSDE.<br>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 during testing.<br>Any personnel involved in the administration of a test must be trained by the STC. |
| **2.1.3<br>3.3.2<br>4.2.4** | **Steps for Submitting Security Forms** | Anyone administering the PARCC test in Maryland must sign the Maryland State Non-Disclosure and Certification of Training forms. Anyone who has access to PARCC secure materials but does not administer the test must sign the Maryland State Non-Disclosure form only.<br>The signed security forms (electronic or paper) must be maintained by the district and/or the school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the District office. Individuals may also maintain a copy of these forms for their records.<br>The School Test Coordinator completes forms including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.<br>***Maryland does not require that the PARCC Security Agreement be signed or archived.*** |

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| **2.2.1** | **Observation Policies** | 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 a **Maryland State Non-Disclosure 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 **Maryland State Non-Disclosure Agreement**.<br>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.<br>Under no circumstances may an observer, technology coordinator, or anyone assisting with the administration of the assessment photograph or make any recordings before, during, or after the assessment. |
| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach** | The School Test Coordinator must call the LAC immediately upon discovering a testing irregularity/ security breach. The LAC determines whether the incident must be reported to MSDE immediately by contacting the State Test Security Officer or whether the incident can be reported using the Form to Report a Testing Irregularity or Security Breach, available in **Appendix D** of the *Test Coordinator Manual*. The School Test Coordinator submits all Forms to Report a Testing Irregularity or Security Breach to the LAC within two school days. The LAC submits the forms to the state along with the Testing Incident Report Form.<br>**The LAC should contact MSDE immediately** if a testing disruption occurs that may require a modification of the testing window or threatens a school's ability to complete testing for any students.<br>The STC should contact the LAC for any tests that have been started with incorrect accommodations or that need to be voided for any reason. |
| **2.3** | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | • Recreational books<br>• Pamphlets, magazines, or periodicals |
| **2.4** | **Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | LACs can set the policy for all schools in their districts or leave the decision to individual schools.<br>The options are listed below.<br>• After student has checked his or her work, the student must sit quietly until the session has ended.<br>• After student has checked his or her work, the Test Administrator dismisses the student.<br>• After student has checked his or her work, the student may sit quietly and use allowable materials |

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| 2.4 | **Frequent Breaks Policies** | **Medical Breaks:** Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break.<br>**Individual Bathroom Breaks:** Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop.<br>**In-Chair Stretch Break:** Student pauses and stretches. Student's testing time does not stop.<br>**Other Frequent Breaks:** If a student with an IEP, 504 or EL plan (or other EL documentation) documents the need for frequent breaks not listed in the three categories above. A student's testing time stops. |
| 3.2.1 | **Requirements for Completing Student Registration/Personal Needs Profile Import** | District/LEA will compile and submit, except for LEA 24 schools, who will submit at the school level.<br>The submission of the SR/PNP drives the assignment of the correct accommodated form and other materials students with accommodations may require. |
| 3.6.2 | **Additional Requirements for Make-Up Testing** | Make-up units (BOTH PAPER AND ONLINE) can be administered out-of-order (i.e., If students are absent for a unit, they can join their original testing group for the next unit and do the make-up on a subsequent date.)<br>Different grade level or course make-up tests **for a specific content** can be administered at the same time in the same room. Special attention must be paid to unit testing time and teacher direction variations between grade levels. |
| 3.9.1<br>3.10.1 | **Additional Requirements for Paper-Based Test Materials** | School districts can set their own policy as to when boxes of paper test materials can be opened (including shrink- wrapping) and as to when schools can apply student Pre-ID labels to test booklets (either before or after testing).<br>The LAC may require additional procedures for maintaining and processing testing materials.<br>LEA 24 schools should open and inventory their secure materials deliveries immediately.<br>Any discrepancy should be reported to the LAC immediately. |
| 3.10.2<br>5.2.4 | **Shipping Procedures for Paper-Based Materials** | Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact K2 Logistics directly to schedule "Return Service" pickup by the designated date unless directed otherwise by the LAC.<br>Maryland Pickup Instructions should include:<br>• The School Test Coordinator must contact K2 Logistics at 888-886-0780 before 4:00 PM EST 48 hours in advance of requested pickup day.<br>• Provide LEA & School #<br>• Provide box count for Scorable & Nonscorable<br>• Provide pickup hours |

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| **3.10.2** | **Approving Additional Orders** | LACs must approve all additional orders placed by schools in their district. Additional orders will not be processed until they are approved.<br>MSDE may require LACs to confirm unusually large additional orders before approval. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged and/or Contaminated Materials** | Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the state.<br>The school submits the Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to the LAC.<br>The STC should transcribe any responses that have not been contaminated and they allow the student to continue in the new book. If a test cannot be transcribed, the STC should provide a new test book and allow the student to retake the test.<br>All unusable damaged or contaminated materials must be returned to All-Shred by traceable methods. The STC must document the barcode number of the book along with the tracking number. |
| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | Test Administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students.<br>The LAC should be contacted and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time or it may be decided to end testing for those students.<br>Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test. |
| **5.2.3** | **Applying Student ID Labels for Paper-Based Testing** | Labels may be applied any time prior to the start of paper testing but must be stored in a secure manner. |
| **5.2.5** | **Void/Not Tested Instructions** | Each LEA will determine who will be responsible for marking void/not tested. |
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | Security forms must be maintained in the school for a minimum of six (6) years as per COMAR regulations. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | The maximum administration size for test groups receiving the Human Reader accommodation for English Language Arts/Literacy or accessibility feature for mathematics must not exceed five students. Students must receive a Human Reader in the same manner during instruction in order to be tested with a Human Reader during assessment.<br>If any student responses were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) and were used for transcription then these responses must be archived for six years per COMAR 13.A.03.04. |

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| 6.3 | **Steps for Unique and Emergency Accommodations** | Unique Accommodations Forms must be submitted to MSDE six weeks before the PARCC assessment begins. Please check the state testing calendar for due dates. (For LEA 24 schools, the form is completed and forwarded to the student's home LEA at least 3 weeks prior to the MSDE due date for submission.)<br>Emergency Accommodations are approved by the LAC at the district level based upon the examples included in the form. All other emergency accommodations that are not reflected in the PARCC emergency accommodation form will require state approval. |
| 6.3 | **Translation Policy** | Because the use of the Spanish mathematics test form is new for the state of Maryland, MSDE has elected NOT to use the Spanish translation forms for the Spring 2016 administration. The forms will be introduced when the policy and procedures around the best usage of this new accommodation have been implemented. |
| | **Braille Transition Plan** | Maryland is transitioning to UEB for braille for ELA. For mathematics, Maryland will continue to use Nemeth Code. |
| 5.2.2 | **Transcription Policy for Computer-Based Testing** | No additional instructions. Follow procedures outlined in the TCM. |
| | **Home Schooled and Home and Hospital Testing** | Maryland Schools will follow the same procedures testing Home Schooled and Home and Hospital students for PARCC as they do for the other Maryland state testing programs. |
| | **Scorable/Non-Scorable Paper Test Booklets and Online Test Submissions** | **PAPER**<br>SCORABLE— If a student sits for any part of any unit in a test administration, that student's Test Booklet must be submitted as scorable.<br>NON-SCORABLE—All Test Booklets that have not been used for testing or have been transcribed (i.e., large print) onto other Test Booklets, must be submitted as non-scorable.<br>**ONLINE**<br>MARKED COMPLETE—If a student sits for any part of any unit in a test administration, that student's online test must be marked complete. |

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| | **Less Than Complete Paper and Online Test Administrations** | STCs must record the names (and Test Booklet secure barcodes for paper tests) of all students who sit for **less than** the entire testing time of any unit in a test administration and whose paper test materials are submitted as scorable or online test is marked complete.<br>The reason(s) the student(s) sat for less than the entire testing time must also be documented. This information must be made available to the LAC.<br>REASON(S) STUDENT(S) SAT FOR LESS THAN THE ENTIRE TESTING TIME<br>• Absent<br>• Withdrawn during testing<br>• Suspended<br>• Sickness during testing<br>• Disruptive behavior during testing<br>• Caught cheating or using unauthorized electronics during testing<br>• Medical waiver<br>• Refusal<br>• Other |
| | **Test Unit Invalidation/Void Guidance** | Schools must have received guidance from the LAC before invalidating any test unit for any student. |
| **Appendix G** | **English Language Arts/Literacy Field Test** | Schools designated to administer the ELA Field Test items are required to do so for all students taking a PARCC ELA assessment. |

# New Jersey

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

| Section | Issue | New Jersey State Policy |
|---|---|---|
| Fall Key Dates | **Load Organizations in PearsonAccess$^{next}$** | Upload by **NJ DOE**: September 4, 2016 |
| | **Load LTC Users in PearsonAccess$^{next}$** | **Districts** update Users: August 29 through September 16, 2016 |
| | **Load Participation Data File PearsonAccess$^{next}$** | Upload by **NJ DOE**: September 4, 2016 |
| | **Load SR/PNP files in PearsonAccess$^{next}$** | Upload by **Districts**: September 19–October 15, 2016 |
| | **Additional Order Window Opens** | November 3, 2016 |
| | **Additional Order Window Closes (Test Booklets)** | November 30, 2016 |
| | **Additional Order Window Closes (Ancillaries)** | December 5, 2016 |
| | **Proctor Caching Available** | November 14, 2016 |
| | **Materials Due in District (Manuals for online only states)** | No later than November 2, 2016 |
| | **Testing Window** | Paper-based: November 28–December 9, 2016<br>Computer-based: November 28, 2016–January 17, 2017 |
| | **Processing may begin as early as** | December 5, 2016 |
| | **Deadline to return scorable materials to Pearson (1 week after testing)** | No later than one week after the scheduled end-date of the paper-based test window |

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| Spring Key Dates | **Load Organizations in PearsonAccess$^{next}$** | Upload by **NJ DOE**: November 15, 2016 |
| | **Load LTC Users in PearsonAccess$^{next}$** | **Districts** update Users: No later than November 14, 2016 |
| | **Load Participation Data File PearsonAccess$^{next}$** | Upload by **NJ DOE**: November 17, 2016 |
| | **Load SR/PNP files in PearsonAccess$^{next}$** | Upload by **NJ DOE**: January 17, 2017 |
| | **Additional Order Window Opens** | March 13, 2017 |
| | **Additional Order Window Closes (Test Booklets)** | May 5, 2017 |
| | **Additional Order Window Closes (Ancillaries)** | May 12, 2017 |
| | **Proctor Caching Available** | March 6, 2017 |
| | **Materials Due in District (Manuals for online only states)** | March 13, 2017 |
| | **Testing Window** | Grade 3–8 and Regular High School<br>**Computer-based**: March 27 through May 19, 2017<br>**Paper-based** March 27 through April 7, 2017<br>Spring Block High School:<br>**Computer-based**: April 24 through June 5, 2017<br>**Paper-based**: April 24 through May 5, 2017 |
| | **Processing may begin as early as** | March 27, 2017 |
| | **Deadline to return scorable materials to Pearson (1 week after testing)** | No later than one week after the scheduled end-date of the paper-based test window |
| **1.2**<br>**3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | • School Test Coordinators must be certified education professionals.<br>• Test Administrators must be certified education professionals.<br>• Proctors do not need to be certified education professionals. Proctors may not provide testing accommodations or handle secure materials. |

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| **2.1.3**<br>**3.3.2**<br>**4.2.4** | **Steps for Submitting Security Forms** | The following security forms: ***New Jersey Testing Irregularity and Security Breach Form***; *Contaminated, Damaged, or Missing Materials Form;* and *Post-Test Certification Form* must be submitted online through PearsonAccess$^{next}$ under "Support" page.<br>Templates of the security forms are available on PearsonAccess$^{next}$ **EXCEPT** the ***New Jersey Testing Irregularity and Security Breach Form*** which is available at http://www.state.nj.us/education/assessment/<br>Schools must complete and provide copies of the Post-Test Certification Form to the LEA Test Coordinator. LEA Test Coordinator must upload the completed forms to PearsonAccess$^{next}$ |
| **2.2.1** | **Observation Policies** | • Office of Assessment may conduct observation visits.<br>• LEA may conduct observation visits.<br>• Principal may conduct observation visits.<br>• PARCC Inc. may conduct observation visits **only** when accompanied by Office of Assessment representatives. |
| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach and Safety Threat/Severe Weather** | STC contacts the LEA Test Coordinator **immediately** to report testing irregularities, security breaches, safety threats, or severe weather. The LEA Test Coordinator must contact the Office of Assessments immediately upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the ***New Jersey Testing Irregularity or Security Breach Form*** documenting the situation. The LEA Test Coordinator uploads the completed form to PearsonAccess$^{next}$ within five school days. An electronic version of the completed form must be sent to the appropriate PARCC State Coordinator within five days.<br>LEA Test Coordinator must **immediately** contact the appropriate (grade level) state coordinator for directions if a student completes the wrong unit of a test. |
| **2.3** | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and His/Her Secure Materials Have Been Collected** | Recreational books (subject matter of recreational books must be unrelated to content being assessed). |
| **2.4** | **Instructions for Students AFTER a Student's Test Has Been Submitted and His/Her 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. |
| **2.4**<br>**3.6.3** | **Extended Time and/or Frequent Breaks Policies** | Test Administrators should **not** "stop the clock" for students with frequent breaks. For students with disabilities or English learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation. |
| **3.2.1** | **Requirements for Completing Student Registration/Personal Needs Profile Import** | The state (Spring) or districts (Fall) will upload the PARCC Student Registration/Personal Needs Profile in PearsonAccess$^{next}$. Students enrolled in districts after the closing of the student registration import window must be registered by the district/school in PearsonAccess$^{next}$. |

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| **3.6.2** | **Additional Requirements for Make-Up Testing** | No additional Instructions. Follow procedures outlined in the TCM. |
| **3.9.1**<br>**3.10.1** | **Additional Requirements for Paper-Based Test Materials** | Please refer to the text in the *Test Coordinator Manual*. Copies of the chain-of-custody forms must be maintained by the school for three consecutive assessment cycles.<br>STC may open packages within two school days prior to testing. |
| **3.10.2**<br>**5.2.4** | **Shipping Procedures for Paper-Based Materials** | Test materials are shipped to the LEA and then distributed to schools. Each STC must return materials to the LEA Test Coordinator. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pick up. |
| **3.10.2** | **Approving Additional Orders** | State will review and approve additional orders daily. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged and/or Contaminated Materials** | STC contacts the LEA Test Coordinator **immediately** to report contaminated, damaged, or missing materials. The LEA Test Coordinator must contact the Office of Assessments **immediately** upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the form documenting the situation. The LEA Test Coordinator uploads the completed form to PearsonAccess$^{next}$ within five school days. An electronic version of the completed form must be sent to the appropriate PARCC State Coordinator within five days. |
| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | STC contacts the LEA Test Coordinator to **immediately** report student misconduct (i.e., refusing to test, disruptive behavior, unauthorized electronics; cheating). The LEA Test Coordinator must contact the Office of Assessments **immediately** upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the ***New Jersey Testing Irregularity and Security Breach*** Form documenting the situation. The LEA Test Coordinator uploads the completed form to PearsonAccess$^{next}$ within five school days. An electronic version of the completed form must be sent to the appropriate PARCC State Coordinator within five days. |
| **5.2.3** | **Applying Student ID Labels for Paper-Based Testing** | Schools may apply Student ID Labels for Paper-Based Testing within two school days prior to testing. |

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| **5.2.5** | **Void/Not Tested Instructions** | The process for refusals and other voids is as follows:<br>1. Code the student "Not Tested" or "Void" in PearsonAccess$^{Next}$. Follow instructions here: http://avocet.pearson.com/PARCC/Home#9628<br>2. Complete the Irregularity Report using the form available at: http://www.state.nj.us/education/assessment/parcc/forms/TestingIrregularityandSecurityBreachForm.pdf<br>3. Upload a single Irregularity Report (one per school) with an attachment that includes the relevant information for the multiple students that have refused using directions available at: http://avocet.pearson.com/PARCC/Home#srDoc=5063&srPage=1<br>Students that refuse to test still need to be registered and assigned to test sessions. Then, depending on the timing of the refusals, you will code as indicated below:<br>The "Not-Tested" codes, to be used when students have not logged onto TestNav for the content area, are as follows:<br>• Reason code 1—Absent<br>• Reason code 2—Medical Emergency<br>• Reason code 3—Other (this includes parental refusal to begin a test)<br>"Void" codes, to be used when students have logged onto TestNav for the content area, are as follows:<br>• Void code 1—Student Cheating<br>• Void code 2—Security Breach<br>• Void code 3—Other (this includes parental refusals to complete a test, off-grade level testing, student did not receive appropriate testing accommodations/accessibility features, student received inappropriate testing accommodations/accessibility features) |
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | The signed agreements (electronic or physical) must be maintained by the school for three consecutive assessment cycles. The STC must maintain copies of the sign-in sheets and training materials that indicates all staff involved in testing have been sufficiently trained. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | No additional Instructions. Follow procedures outlined in the TCM. |
| **6.3** | **Steps for Unique and Emergency Accommodations** | No additional Instructions. Follow procedures outlined in the TCM. |
| **6.3** | **Translation Policy** | Spanish versions are available in grades 3 through 8 Mathematics, Algebra I, Geometry, and Algebra II. |
| | **Braille Transition Plan** | For the 2016–2017 school year, Braille will be provided in Unified English Braille (UEB) language. |
| **5.2.2** | **Transcription Policy for Computer-Based Testing** | No additional Instructions. Follow procedures outlined in the TCM. |

| Section | Issue | New Jersey State Policy |
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| | **Additional State Considerations** | **Home-Schooled Students and Private/Parochial School Students**<br>Students who are full-time home-schooled or full-time at a private tuition-based or parochial school are not eligible to take any state tests (excludes special education students who attend an approved private school for the disabled in which tuition is the financial responsibility of the local education agency). Please refer to New Jersey Administrative Code (N.J.A.C.) 6A:8-1.2 (a).<br>**Middle School Students taking Algebra I or Geometry**<br>Middle School Students who are currently taking Algebra I or Geometry do not take the grade level mathematics assessment; however, they must take the Algebra I or Geometry assessment.<br>**Students Who Move From One District to Another District During Testing Window – Paper-Based Testing**<br>The former LEA Test Coordinator must complete the ***New Jersey District to District Chain of Custody Form***. This form can be located at http://www.state.nj.us/education/assessment/.<br>**Students Who Move From One School to Another School Within the Same District During Testing Window—Paper-Based Testing**<br>The former School Test Coordinator must complete the ***New Jersey Intra-District School to School Chain of Custody Form***. This form can be located at http://www.state.nj.us/education/assessment/.<br>**Students Who Move During Testing Window—Computer-Based Testing**<br>The current LEA Test Coordinator must complete the ***Request To move Student Tests Between Districts Form*** to report the move from the former district to current district. NJDOE will move tests from one district to the other. This form can be located at http://www.state.nj.us/education/assessment/.<br>Additional information regarding New Jersey Statewide assessments is available at: http://www.state.nj.us/education/assessment/. |

# New Mexico

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

| Section | Issue | New Mexico State Policy |
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| **Fall Key Dates** | **Testing Window** | Online and Paper: **11/14/16–12/16/16**<br>The Fall PARCC administration is primarily for senior retests. Other high school students taking one-semester or open-enrollment courses may also take the Fall PARCC administration. Such students should test as close as possible to the end of the testing window. |
| | **State Loads Organization and Participation data into PearsonAccess$^{next}$** | **8/15/16–9/16/16** |
| | **State Loads LTC Users in PearsonAccess$^{next}$** | PAN users carry over from 2015–2016. PED creates PAN accounts for new PED-approved District Test Coordinators on an ongoing basis. |
| | **State, LTC, or STC Load Student Registration Data** | PED preregisters seniors for retests: **9/19/16–9/23/16**<br>Districts and Schools validate preregistrations: **9/26/16–10/7/16** |
| | **Receive Materials for online testing** | By **10/31/16** |
| | **Additional Orders Window—All Materials for Paper-Based Testing** | **10/28/16–12/9/16** |
| | **Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)** | **10/28/16–1/5/17** |
| | **Return Scorable Materials** | no later than **1/6/17** |

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| Spring Key Dates | **Testing Windows** | Online: **4/3/17–5/12/17**<br>Paper: **4/3/17–4/28/17**<br>Students in open-enrollment courses must take PARCC if they have completed at least 50% of the course by the time the PARCC is administered to the student. |
| | **State Loads Organizations and Organization Participation Data File in PearsonAccess$^{next}$** | **10/31/16–12/2/16** |
| | **State Loads LTC Users in PearsonAccess$^{next}$** | PAN users carry over from 2015–2016. PED creates PAN accounts for new PED-approved District Test Coordinators on an ongoing basis. |
| | **State, LTC, or STC Load Student Registration Data** | PED pre-registers students for PARCC based on 80-day STARS enrollment data: **12/15/16–1/6/17**<br>Districts and Schools validate PED data and finalize student test registration data for paper-based testing, including accommodated paper forms: **1/9/17–2/17/17**<br>Deadline for Districts and Schools to finalize student test registration data for online testing: **3/24/17** |
| | **Receive Materials** | **3/20/17** |
| | **Additional Orders Window—All Materials** | **3/15/17–6/5/17** |
| | **Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)** | **3/15/17–6/16/17** |
| | **Return Scorable Materials** | no later than **5/5/17** |

| Section | Issue | New Mexico State Policy |
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| 1.2<br>3.3.1 | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | LEA/District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) must hold professional educator licenses with the Public Education Department (PED) and be employed by the district or charter school. Proctors need not be licensed or employed.<br>DTCs and charter school STCs must be registered with PED (by submitting the form on the PED Assessment website) after being appointed by the district superintendent or the charter school director. These individuals must attend PED training twice annually and facilitate training of all TAs and Proctors. In addition, DTCs must train all STCs within their district twice annually. DTCs and state charter STCs are the primary contacts with the PED.<br>STCs for schools within a district are designated by the DTC or school principal. STCs receive test security and administration training from the DTC and use the DTC's training materials to provide training twice annually to TAs, Proctors, and others involved in testing. TAs administer the test and report directly to the STC.<br>Proctors may assist TAs but do not administer the test. In any instance in which the student:TA ratio exceeds 25:1, a Proctor must be present. In rare instances in which sufficient numbers of TAs are not available, Proctors may administer one-on-one accommodations. |
| 2.1.3<br>3.3.2<br>4.2.4 | **Steps for Submitting Security Forms** | All security forms are located at or linked from the PED Assessment and Evaluation page of the PED website. Each form specifies submission information. Do not use PARCC security forms. All staff involved in the administration of PARCC tests must sign the *PED Staff Confidentiality Form*.<br>Submit the *PED Superintendent and State Charter School Director Assessment Verification Form* within 10 days of the completion of testing. |
| 2.2.1 | **Observation Policies** | No additional instructions |
| 2.2.2<br>4.1.5<br>4.2.3<br>4.3.2<br>4.3.3 | **Requirements for Reporting a Testing Irregularity or Security Breach** | PED defines a testing irregularity as any incident that results in a deviation from documented testing procedures. This includes students logging into an online test without their accommodations, testing disruptions, and students logging into the wrong unit. Security breaches are irregularities that impact the validity of the test (e.g., students cheating or taking pictures of the test). Schools must ensure that a clear communication plan is in place so that TAs may quickly report security breaches and testing irregularities to STCs. STCs in districts must immediately contact the DTC to report the breach or conduct an investigation involving all necessary individuals. The DTC must complete and submit the Testing Irregularity Reporting Form located on the PED Assessment and Evaluation page of the PED website within three business days of the incident. Do not use the PARCC Form to Report a Testing Irregularity or Security Breach. |
| 2.3 | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | The book must be unrelated to the testing content and must be a paper book (not an e-reader). |

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| 2.4 | **Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | After students complete a unit, they should close the Test Booklet (PBT) or close the test unit (CBT). Then they may sit quietly and read a paper book. DTCs and state charter STCs may establish a dismissal policy in which students who complete testing before the end of the scheduled unit time may submit test materials and be dismissed from the testing environment. |
| 2.4<br>3.6.3 | **Extended Time and/or Frequent Breaks Policies** | For students with disabilities or English learners who may require frequent breaks or additional time, PED recommends that schools use the PARCC extended time accommodation. These students' IEP or EL plan should prescribe the length of extended time to be provided (e.g., time and a half or twice the regular time). |
| 3.2.1 | **Requirements for Completing Student Registration/Personal Needs Profile Import** | For Fall testing, the PED will import the initial Student Registration/Personal Needs Profile (SR/PNP) file into PearsonAccess$^{next}$ (PAN) using the 2015–2016 End-of-year STARS snapshot and accommodations from the Spring 2016 administration. For Spring testing, PED will import the initial SR/PNP file into PAN using the 2016–2017 80-day STARS snapshot. For computer-based testing, DTCs and state charter STCs will need to edit PED's pre-populated data and/or add additional students up until the time of testing. Districts may choose to either update students by uploading an SR/PNP file or edit the pre-populated student information in PAN. |
| 3.6.2 | **Additional Requirements for Make-Up Testing** | Students who are absent for one or more units may complete those units during make-up testing.<br>When they return to school, these students should rejoin their peers and complete the scheduled units. After scheduled testing is complete, or if there is a convenient time while testing is underway, these students may make up the units they missed due to absence. Note that students typically do not follow the test order when taking make-up units.<br>Occasionally, students may need to complete testing early. These early testers should complete a *Student Confidentiality Agreement* located on the PED's Assessment webpage. To the greatest possible extent, these students should not interact with their peers until all students have completed testing.<br>All make-up and early testing must occur within the designated test windows. |
| 3.9.1<br>3.10.1 | **Additional Requirements for Paper-Based Test Materials** | A specific process for materials chain of custody is not mandated by the PED; however, the DTC or state charter STC must determine a process and communicate it to all individuals involved in testing. Chain of custody forms must document each handoff of secure test materials and account for students testing in alternate locations, extended time, make-ups, early testers, and any other unique administrations. The PARCC chain of custody form may be used for this purpose or DTCs and state charter STCs may develop their own. Test Administrators should not generally be provided test materials before the day of testing. |
| 3.10.2<br>5.2.4 | **Shipping Procedures for Paper-Based Materials** | All materials within a district must be returned to the DTC for shipping. This includes materials from local charter schools. DTCs may organize their own local processes for securely distributing, collecting, checking, and packing materials. |

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| **3.10.2** | **Approving Additional Orders** | Additional orders must be approved after initial submission in PearsonAccess$^{next}$. For Fall testing, all orders for paper materials must be approved by PED. For Spring testing, all PED-approved DTCs and STCs will have the Approve Additional Orders role and must approve their own additional orders. DTCs or charter STCs who are unable to approve additional order should contact PED to obtain the necessary permissions. |
| **4.2.4**<br>**4.2.5**<br>**5.1.2**<br>**5.2.2** | **Steps for Missing, Damaged and/or Contaminated Materials** | For damaged and contaminated materials, follow PARCC procedures. For missing materials, the STC and DTC should follow the same investigation protocol as with any testing irregularity. In all instances of missing, damaged, or contaminated materials, the DTC or charter STC must complete the *PARCC Form for Reporting Missing/Damaged/Contaminated Materials*, which is located in PearsonAccess$^{next}$. |
| **4.3.1** | **Procedures for Dismissing Students for Acute Illness or Misconduct** | Individual students should only be dismissed from the testing environment in cases of acute illness or disruptive behavior. In these cases, remove the student from the testing environment following school procedures, schedule the student for make-up testing, and complete the PED *Testing Irregularities Reporting Form*, located on the PED Assessment website. |
| **5.2.3** | **Applying Student ID Labels for Paper-Based Testing** | No additional instructions |
| **5.2.5** | **Void/Not Tested Instructions** | For complete instructions and coding for Voided tests and Not Tested students, refer to the document *New Mexico PARCC Post-testing Procedures*, located on the PED website. |
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | All test-related forms including confidentiality agreements, materials chain of custody forms, training materials, student accommodations and accessibility features records, testing irregularities, etc. must be maintained on site for five (5) years. When conducting audits, the PED reserves the right to request materials within this time period. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | LEAs must maintain records of all students receiving accommodations and accessibility features. When conducting on-site or virtual audits, the PED may request copies of student records indicating the validity of administered accommodations including IEPs, 504 Plans, records of non-SWDs receiving accessibility features, records indicating EL status, and proof that students used accommodations and accessibility features in instruction prior to the assessment. Records of accommodations and accessibility features must be accurately reflected in each student's Personal Needs Profile (PNP) in PearsonAccess$^{next}$. |

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| **6.3** | **Steps for Unique and Emergency Accommodations** | Unique accommodations—those not listed in the *PARCC Accommodations and Accessibility Features Manual*—may be requested by completing the *Unique Accommodations Request Form* located on the PED Assessment website. One example of a unique accommodation allowed by PED is the use of a smart phone during testing for a student with a medical condition that is monitored through an app on the phone (e.g., diabetes).<br>If a student requires last-minute accommodations due to unforeseen circumstances, LEAs must maintain records of an emergency 504 or SAT Plan in which the decision was made to provide a student with an appropriate accommodation. These records must be made available to the PED upon request. |
| **6.3** | **Translation Policy** | The PED offers the Spanish translation of the PARCC Math assessment for English learners (ELs). ELs in their first three (3) years in U.S. schools may take the Spanish Math assessment. ELs in their fourth and fifth years in U.S. schools may test in Spanish with an approved Waiver of State Testing in English. Additional details are located on the PED Assessment website. |
| | **Braille Transition Plan** | New Mexico's braille policy for 2016–2017 PARCC testing is as follows:<br>• Grades 3–5: Unified English Braille (UEB) for ELA/Literacy and Nemeth with UEB text for Mathematics<br>• Grades 6–high school: English Braille, American Edition (EBAE) for ELA/Literacy and Nemeth with EBAE text for Mathematics |
| | **Transcription Policy for CBT** | If a student who is taking a computer-based testing has an accommodation that required transcription, the test will need to be "un-submitted" after the student completes testing. Only State-level users have the ability to undo a student's test submission in PearsonAccess$^{next}$. If you need to have a student's test un-submitted for transcription purposes, contact your LEA/District or School Test Coordinator who will contact State personnel to un-submit the student's test. |
| | **Additional State Considerations** | Students are expected to test online. Individual students with disabilities are permitted to test on paper without PED approval. For Fall senior retests, students may test on paper if they tested on paper in Spring 2016. Home-schooled students are not required to take the PARCC assessments but may participate at the discretion of a school. |
| **Appendix G** | **English Language Arts/Literacy Field Test** | As in all PARCC states, some districts/charter schools will participate in mandatory ELA field testing. This will consist of an additional ELA test unit in select grades. LEAs will rotate such that approximately one third of the state will test in a given year and each LEA will participate once every three years. PED will notify LEAs that will participate in Spring 2017 field testing in September 2016. |

# Rhode Island

| PARCC State Contact<br>For questions about PARCC and state policies, contact your state's assessment office. | | |
|---|---|---|
| **Telephone** | **Email** | **Fax** |
| 401-222-8490 | parcc@ride.ri.gov | 401-222-3605 |

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| **Fall Key Dates** | **Testing Window** | **Fall Block Administration: Nov. 21, 2016 to January 12, 2017**<br>This window is **only** for the very few high schools in the state that have block scheduling. If you have questions, send them to parcc@ride.ri.gov |
| **Spring Key Dates** | **Testing Window** | **Regular Administration: April 3–May 26, 2017**<br>LEAs/Districts must choose 30 consecutive school days within this 40-day Regular Administration testing window (**NOTE:** *This decision will apply to every school in the LEA/District that is administering PARCC tests*).<br>**Spring Block Administration: April 24 to June 5, 2017**<br>This window is **only** for the very few high schools in the state that have block scheduling. If you have questions, send them to parcc@ride.ri.gov |
| | **Receive Materials** | Schools will receive materials approximately two weeks prior to the first day of the testing window. |
| | **Return Materials** | Schools must return applicable paper-based test materials (e.g. test booklets, answer documents, accommodated test booklets such as Braille and Large Print, and materials such as human-reader scripts) within 5 school days after last PARCC test has been administered in the building. For computer-based testing, there is nothing to return to Pearson unless you have Human-Reader scripts or other secure paper-based materials that must be returned to Pearson. Computer-based schools should refer to section 5.2.1 for the full list of secure paper-based materials that must be returned. |
| **1.2<br>3.3.1** | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | • School Test Coordinators must be certified education professionals and are responsible for training all Test Administrators and Proctors on proper test administration policies, procedures, and protocols.<br>• Test Administrators must be certified education professionals and must be trained on proper PARCC test administration policies, procedures, and protocols prior to administering tests.<br>Proctors do not need to be certified education professionals; however, Proctors must be school employees (e.g., not parent volunteers) and must be trained on proper PARCC test administration policies, procedures, and protocols prior to entering active testing environment. |

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| **2.1.3**<br>**3.3.2**<br>**4.2.4** | **Steps for Submitting Security Forms** | All staff involved in the administration of PARCC tests must sign a PARCC security agreement. **Only the Test Coordinator** must submit his/her signed Security Agreement online through PearsonAccess[next] under the Support page. The signed security agreements for Test Administrators (teachers) are kept on file locally and **not** submitted online.<br>Other completed security forms (Form for Reporting Security Breaches/Testing Irregularities; Form for Reporting Missing/Damaged/Contaminated Materials; and Post-Certification Form) must be submitted online through PearsonAccess[next] as well. All forms are available online via Avocet: http://avocet.pearson.com/PARCC/Home. |
| **2.2.1** | **Observation Policies** | • RIDE may conduct observation visits.<br>• Local Education Agency (LEA) may conduct observation visits.<br>• Principal/School Test Coordinator may conduct observation visits. |
| **2.2.2**<br>**4.1.5**<br>**4.2.3**<br>**4.3.2**<br>**4.3.3** | **Requirements for Reporting a Testing Irregularity or Security Breach** | School Test Coordinator must call LEA Test Coordinator immediately upon discovering a testing irregularity or security breach. LEA Test Coordinator then contacts the state immediately upon receiving call. The School Test Coordinator must submit the "Form to Report a Testing Irregularity or Security Breach" (available in **Appendix D** of the *Test Coordinator Manual*) to the LEA Test Coordinator within five school days. The LEA Test Coordinator then submits the form to the state.<br>**RIDE must be contacted immediately if a testing disruption occurs that could threaten a school's ability to complete student testing within the specified test window.** |
| **2.3** | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | • Recreational books<br>• Textbooks<br>• Pamphlets, magazines, or periodicals<br>• Notebooks<br>• Pens or colored pencils |
| **2.4** | **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.<br>• After student has checked his or her work and submitted his/her test and all secure materials, the student must sit quietly until the session has ended.<br>• After student has checked his or her work and submitted his/her test and all secure materials, the Test Administrator dismisses the student.<br>• After student has checked his or her work and submitted his/her test and all secure materials, the student may sit quietly and use allowable materials (refer to list above) |

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| 2.4<br>3.6.3 | **Extended Time and/or Frequent Breaks Policies** | **Extended Time:**<br>For students who have an IEP or 504 Plan or who are an English Language Learner, please follow PARCC guidance in the PARCC Accessibility and Accommodations Manual. For students who require extended time but ***do not yet*** have this accommodation documented in their IEP or 504 Plan or for those students who do not have an IEP or 504 Plan, please review Rhode Island's guidance document on extended time for PARCC assessments, which can be found online: http://www.ride.ri.gov/InstructionAssessment/Assessment/PARCCAssessment.aspx#2318154-testing-policies. If you have additional questions, send them to parcc@ride.ri.gov.<br>**Frequent Breaks**: For students requiring frequent breaks, Test Administrators should not "stop the clock" while student is taking breaks. For students with disabilities or English learners who may require frequent breaks, it is highly recommended that schools also consider assigning the extended time accommodation. |
| 3.2.1 | **Requirements for Completing Student Registration/Personal Needs Profile Import** | RIDE will upload the initial registration based on student enrollment; however, Districts/LEAs and outplacement schools are responsible for ensuring all student registrations and personal needs profiles are accurate and up-to-date. If local policies dictate that schools are responsible for these tasks, then districts/LEAs must ensure that these tasks are completed.<br>**NOTE:** Districts/LEAs must coordinate with outplacement schools/facilities to ensure all their eligible students are registered and tested while receiving services. |
| 3.6.2 | **Additional Requirements for Make-Up Testing** | Make-up testing must be done before the end of the test window. Students who miss a unit will be allowed to test with his/her peers and complete the missed unit(s) at a later date. |
| 3.9.1<br>3.10.1 | **Additional Requirements for Paper-Based Test Materials** | Schools are authorized to open packets of paper-based test booklets no sooner than 5 days prior to the first day of testing. |
| 3.10.2<br>5.2.4 | **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 within 5 school days after all testing has been completed in the building. |
| 3.10.2 | **Approving Additional Orders** | Only RIDE can approve Additional Orders. |
| 4.2.4<br>4.2.5<br>5.1.2<br>5.2.2 | **Steps for Missing, Damaged and/or Contaminated Materials** | The school must call LEA Test Coordinator immediately upon discovering missing, damaged and/or contaminated materials. The LEA Test Coordinator must then immediately contact RIDE (401-222-8490, parcc@ride.ri.gov) for additional guidance on next steps. In addition, the school must submit a completed copy of the *Form to Report Contaminated, Damaged, or Missing Materials* (available in **Appendix E** of the *Test Coordinator Manual* or online via Avocet) to the LEA Test Coordinator and the LEA Test Coordinator must send a copy of this completed Form to PARCC@ride.ri.gov within 5 school days of the incident. |

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| **4.3.1** | **Procedures for Dismissing Students for Misconduct** | Test Administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students.<br>The LEA Testing Coordinator should be contacted and—in conjunction with the school—decide how to proceed with testing disruptive students. These students may be given a chance to complete the unfinished testing time at a later date or the decision may be to end testing for that student and submit an invalidation request to RIDE for the student's test.<br>The LEA Testing Coordinator should contact RIDE for further guidance on whether invalidation is warranted. |
| **5.2.3** | **Applying Student ID Labels for Paper-based Testing** | Schools may apply labels on test booklets before testing begins or after all testing has been completed. |
| **5.2.5** | **Void/Not Tested Instructions** | **Void Instructions:** The district/LEA or school testing coordinator must send Void requests to RIDE for approval and processing. All requests must be sent to parcc@ride.ri.gov with the following information:<br>• **What the request is for** (e.g., void entire test; void single unit)<br>• **Brief explanation of circumstances**<br>• **Void Score Code** (send an email to parcc@ride.ri.gov for Rhode Island's Void Score Codes)<br>• **District *and* School Name**<br>• **Test** (e.g., Grade 3 ELA/L)<br>• **Session Name** (must be locally-assigned term used to name session in PearsonAccess$^{next}$)<br>• **Student's State-Assigned Student ID** (100xxxxxxx)<br>• **Student's first name** (do not include last name or any other student identifier)<br>**Not Tested Instructions:** Districts/LEAs must ensure schools input a "Not Tested" Score Code for each student registered to test in PearsonAccess$^{next}$ who did not complete testing. For a complete list of Rhode Island's "Not Tested" Score Codes, send an email to parcc@ride.ri.gov. |
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | The signed security forms (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each form must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of these forms for their records. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | Supervised access to test materials in advance of testing is **only** allowed for Translation accommodations and Human Reader (oral presentation). For this purpose, Test Administrators may have supervised access to the test materials (including Human Reader scripts) and must follow chain of custody procedures to check materials out and in each day. This time with the materials is to ensure that the Test Administrator understands what can be read to the student by using the audio guidelines found in the current *PARCC Accessibility Features and Accommodations Manual*: http://avocet.pearson.com/PARCC/Home#10616. |

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| **6.3** | **Steps for Unique and Emergency Accommodations** | • **Unique accommodations:** All unique accommodations must be approved by RIDE prior to testing. LEAs must complete the Unique Accommodations Form in **Appendix F** in the *PARCC Accessibility Features and Accommodations Manual*. Send completed forms to RIDE (email to PARCC@ride.ri.gov or fax to 401-222-3605) at least 6 weeks prior to the start of PARCC testing.<br>• **Emergency accommodations:** LEAs should complete the Emergency Accommodations Form in **Appendix G** in the *PARCC Accessibility Features and Accommodations Manual* and retain the form in the student's file. Emergency accommodations are approved at the local level. However, any emergency accommodations that not reflected in the PARCC Emergency Accommodation Form will require RIDE approval. |
| **6.3** | **Translation Policy** | With the exception of the Spanish versions of the PARCC mathematics assessments (which allow students to respond in Spanish), all students must respond in English for their test to be scored. |
| | **Braille Transition Plan** | For a student requiring a Braille test form, his/her SR/PNP must have "Hard Copy Braille Edition" selected with **Expected Value 01 = UEB/Unified English Braille (UEB)**. If the student requires English Braille American Edition (EBAE) Braille-coded materials, you must send an email to parcc@ride.ri.gov for approval. |
| **5.2.2** | **Transcription Policy for Computer-Based Testing** | No additional instructions. Follow procedure outlined in TCM. |
| **Appendix G** | **English Language Arts/Literacy Field Test** | Selected schools will be contacted by RIDE. Send email to parcc@ride.ri.gov if you have any questions. |

# Bureau of Indian Education (Fall and Spring)

| PARCC State Contact<br>For questions about PARCC and state policies, contact your state's assessment office. | | |
|---|---|---|
| **Telephone** | **Email** | **Fax** |
| 505-563-5283 | PARCC@BIE.edu | 505-563-5281 |

| Section | Issue | BIE Policy |
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| Spring Key Dates | **Testing Window** | **FALL**<br>All: 11/14/16-12/16/16<br>**SPRING**<br>Online: 4/3/17–5/12/17<br>Paper: 4/3/17–4/28/17 |
| | **State Loads Organization in PearsonAccess$^{next}$** | 9/30/16 |
| | **Load Organization Participation Data File in PearsonAccess$^{next}$** | 9/30/16 |
| | **Load Organization Participation Data File in PearsonAccess$^{next}$** | 9/30/16 |
| | **State, DTC, or STC Load Student Registration Data** | 10/3/16: STCs begin reviewing student data to ensure accuracy. HS testing data for Paper/Pencil testing in the fall should be completed no later than 10/14/16.<br>1/27/17: Deadline for Schools to finalize student test registration data for online testing<br>3/17/17: Deadline for Schools to finalize student test registration data for online testing |
| | **Receive Materials** | 3/31/17 |
| | **Additional Orders Window—All Materials** | 3/20/17–4/21/17 |
| | **Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)** | 3/27/17–5/12/17 |
| | **Return Materials** | Not later than 5/19/17 |

| Section | Issue | BIE Policy |
|---|---|---|
| 1.2<br>3.3.1 | **Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors** | District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) must hold professional educator licenses.<br>Proctors need not be licensed by the state or employed by the school.<br>DTCs must be employed by the BIE. They must attend training on a yearly basis for implementation of the PARCC assessment.<br>DTCs will oversee the training of School Test Coordinators (STCs) and Test Administrators (TAs) and Proctors.<br>DTCs are selected by the Associate Deputy Directors. STCs, TAs, and Proctors are selected by their respective schools.<br>STCs receive test security and administration training from the DTC and use the DTC's training materials to provide training twice annually to TAs, Proctors, and others involved in testing. TAs administer the test and report directly to the STC.<br>Proctors may assist TAs but do not administer the test. In any instance in which the student: TA ratio exceeds 25:1, a Proctor must be present. In rare instances in which sufficient numbers of TAs are not available, Proctors may administer one-on-one accommodations. |
| 2.1.3<br>3.3.2<br>4.2.4 | **Steps for Submitting Security Forms** | STCs are to use testing forms as provided by the state.<br>However, STCs are to submit copies of all completed forms to the DTCs and keep the originals. For the PARCC assessment, the forms should be submitted only to the BIE. For non-PARCC assessments such as Science and Alternate Assessments, forms should be submitted to state testing personnel. |
| 2.3 | **Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | Students may read quietly upon completion of the test. The book must be unrelated to the testing content and must be a paper book (not an e-reader). |
| 2.4 | **Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected** | After students complete a unit, they should close the Test Booklet (PBT) or close the test unit (CBT). Then they may sit quietly and read a paper book. DTCs and STCs may establish a dismissal policy in which students who complete testing before the end of the scheduled unit time may submit test materials and be dismissed from the testing environment. |
| 2.4<br>3.6.3 | **Extended Time and/or Frequent Breaks Policies** | For students with disabilities or English learners who may require frequent breaks or additional time, BIE recommends that schools use the PARCC extended time accommodation. These students' IEP or LEP plan should prescribe the length of extended time to be provided (e.g., time and a half or twice the regular time). |
| 3.2.1 | **Requirements for Completing Student Registration/Personal Needs Profile Import** | The BIE will import the initial SR/PNP file into PearsonAccess$^{next}$ using the 2016–2017 NASIS data. For computer-based testing, STCs will need to edit this data and/or add additional students up until the time of online testing.<br>Schools should update students by editing the prepopulated student information in PearsonAccess$^{next}$. If many students require editing, STCs may coordinate with the BIE to use SR/PNP files to make the changes. |

| Section | Issue | BIE Policy |
|---|---|---|
| 3.6.2 | **Additional Requirements for Make-Up Testing** | Students who are absent for one or more units may complete those units during make-up testing if the test window is still open.<br>When they return to school, these students should rejoin their peers and complete the scheduled units. After scheduled testing is complete, or if there is a convenient time while testing is underway, these students may make up the units they missed due to absence. Note that students typically do not follow the test order when taking make-up units.<br>Occasionally, students may need to complete testing early. To the greatest possible extent, these students should not interact with their peers until all students have completed testing.<br>All make-up and early testing must occur within the designated test windows. |
| 3.9.1<br>3.10.1 | **Additional Requirements for Paper-Based Test Materials** | A specific process for materials chain of custody is not mandated by the BIE; however, the DTC or STC must determine a process and communicate it to all individuals involved in testing.<br>Chain of custody forms must document each handoff of secure test materials and account for students testing in alternate locations, extended time, make-ups, early testers, and any other unique administrations. The PARCC chain of custody form may be used for this purpose or DTCs and state charter STCs may develop their own. |
| 3.10.2<br>5.2.4 | **Shipping Procedures for Materials** | All PARCC testing materials must be returned by the STC to Pearson directly. BIE suggests that schools inventory their received testing materials and barcodes when the materials arrive and account for them when they are returned. Please be certain of whether materials are scorable or non-scorable before returning them. Schools should also track materials that cannot be returned to Pearson, including the reasons for why this determination was made. |
| 3.10.2 | **Approving Additional Orders** | Additional orders must be approved after initial submission in PearsonAccess$^{next}$. All BIE-approved DTCs will have the Approve Additional Orders role. BIE will not approve additional orders unless absolutely necessary. All STCs should review their testing needs well in advance of testing. The BIE contract with Pearson does not include expedited shipping. Requests for expedited shipping will not be honored. |
| 4.2.4<br>4.2.5<br>5.1.2<br>5.2.2 | **Steps for Missing, Damaged and/or Contaminated Materials** | For damaged and contaminated materials, follow PARCC procedures. For missing materials, the STC and DTC should follow the same investigation protocol as with any testing irregularity. In all instances of missing, damaged, or contaminated materials, the STC must complete the PARCC Form for Reporting Missing/Damaged/Contaminated Materials, which is located in PearsonAccess$^{next}$. |
| 4.3.1 | **Procedures for Dismissing Students for Misconduct** | Individual students should only be dismissed from the testing environment in cases of acute illness or disruptive behavior. In these cases, remove the student from the testing environment following school procedures, and schedule the student for make-up testing. |

| Section | Issue | BIE Policy |
|---|---|---|
| **5.1.5**<br>**5.2.7** | **Requirements for Archiving Security Forms** | All test-related forms including confidentiality agreements, materials chain of custody forms, training materials, student accommodations and accessibility features records, testing irregularities, etc. must be maintained on site for five (5) years. When conducting audits, the BIE reserves the right to request materials within this time period. |
| **6.1**<br>**6.2**<br>**6.3**<br>**6.4** | **Procedures for Accessibility and Accommodations** | Schools must maintain records of all students receiving accommodations and accessibility features. When conducting on-site or virtual audits, the BIE may request copies of student records indicating the validity of administered accommodations including IEPs, 504 Plans, records of non-SWDs receiving accessibility features, records indicating LEP status, and proof that students used accommodations and accessibility features in instruction prior to the assessment. Please ensure this information is accurately captured in NASIS. Records of accommodations and accessibility features must be accurately reflected in each student's Personal Needs Profile (PNP) in PearsonAccess$^{next}$. |
| **6.3** | **Steps for Unique and Emergency Accommodations** | Unique accommodations—those not listed in the *PARCC Accommodations and Accessibility Features Manual*—may be requested through the DTC and in coordination with the BIE's State Testing Coordinator.<br>If a student requires last-minute accommodations due to unforeseen circumstances, schools must maintain records of an emergency 504 plan in which the decision was made to provide a student with an appropriate accommodation. These records must be made available to the BIE upon request, and preferably maintained in NASIS. |
| **5.2.2** | **Transcription Policy for Computer-Based Testing** | If a student who is taking a computer-based testing has an accommodation that required transcription, the test will need to be "un-submitted" after the student completes testing.<br>DTCs and state test coordinators have the ability to undo a student's test submission in PearsonAccess$^{next}$. If you need to have a student's test un-submitted for transcription purposes, contact your DTC who will un-submit the student's test. |
| **Appendix G** | **Field Testing** | As in all PARCC states, BIE schools will participate in field testing. This may consist of an additional ELA or Math test unit in select grades. Schools are expected to administer all units of the assessment including those labeled as field testing. |

# Appendix D

# Form to Report a Testing Irregularity or Security Breach

PARCC

# 2016–2017 PARCC Assessment
# Form to Report a Testing Irregularity or Security Breach

**Instructions for the School Test Coordinator or LEA Test Coordinator:**

1. Call to report a testing irregularity or security breach **IMMEDIATELY** upon discovering it. Refer to **Appendix C** for your state's policy on whether to call your LEA Test Coordinator or your PARCC State Contact.
2. Complete this form, if instructed to do so by your LEA Test Coordinator or PARCC State Contact.
3. Submit this form **within two school days**, or according to your state's policy in **Appendix C**.
4. Maintain a copy of the submitted form for your school files. Refer to **Appendix C** for the length of time your state requires you to maintain school files.

**Note:** If the incident affects more than a single student, attach a sheet with a list of all student names and SSID numbers. Separate forms do NOT need to be completed for each student.

| | |
|---|---|
| LEA/District Name: | |
| LEA/District Organization Code: | |
| School Name: | |
| Contact Name: | Role: ❒ LTC ❒ STC |
| Contact Phone and Extension: | |

| | |
|---|---|
| Test Administration Information:<br>❒ Fall ❒ Spring<br>Date of Incident: _____ | |
| Mode: ❒ Computer ❒ Paper<br>Content Area: ❒ Math ❒ ELA/L<br>Unit: ❒ 1 ❒ 2 ❒ 3 ❒ 4<br>Student Grade: ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 | |
| Test Administrator's Name: | |
| Student Name: | Date of Birth: _____ |
| State Student ID Number: | Local Student ID: |
| Detailed Description of Incident:<br><br>Investigation Steps Taken:<br><br>Actions Taken by Staff to Resolve: | |
| Was the incident resolved in a manner that allowed the student to continue testing? ❒ Yes ❒ No | |
| If incident was related to a particular item, please provide item number (note that only students can read test content): | |

# Appendix E

# Form to Report Contaminated, Damaged, or Missing Materials

PARCC

# 2016–2017 PARCC Assessment
# Form to Report Contaminated, Damaged, or Missing Materials

**Instructions:**

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should refer to **Appendix C** and follow state-specific procedures.
3. Submit the form to Pearson and according to your state's policy in **Appendix C** to either your LEA Test Coordinator or your PARCC State Contact (and keep the LEA informed).

**State** _____ ❒ Fall ❒ Spring

**Contact Name** _____ **Contact Phone and Ext** _____

**Contact Person's Role** _____

**Contact Email** _____

**School Name** _____ **School Organization Code** _____

**LEA/District Name** _____

**LEA/District Organization Code** _____

**Complete this form and submit the completed form to Pearson via one of the following methods:**

**Fax** 319-341-5261
**Mail** Pearson PARCC Program Team
Mail Stop 160
2510 North Dodge St., Iowa City, IA 52245
**Email** PARCC.assessment@pearson.com

| Document Type/Subject/Grade | Quantity | Security Barcode or Range of Barcode Numbers | Description of Circumstances |
|---|---|---|---|
| **Example**<br>Grade 9 ELA Test Booklet | 1 | 123456789-0 | Student had a nosebleed on the booklet and it has now been destroyed according to LEA protocol. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# Appendix F

# Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment

The purpose of this appendix is to provide additional guidance for schools that wish to schedule multiple testing grades/courses of students in the same testing environment[1] at the same time.

Schools may schedule different grades/courses of students in the same environment at the same time, provided that the unit testing time, content area, and administration script are the same. For example, for the English Language Arts/Literacy Unit 1, students in grades 9, 10 and 11 may be combined into the same testing environment because all grades have the same unit testing time and use the same administration script. Grade 3 paper-based testing (PBT) must be separate from grades 4 and 5 because the administration directions differ due to different testing materials (i.e., grade 3 has test booklets, but grades 4 and 5 have test booklets and answer documents). However, grade 3 computer-based testing (CBT) can be in the same environment as grades 4 and 5, since the directions and materials are the same. Guidance on which grades can be combined into the same testing environment is provided on pages 2 through 3.

A **separate** testing environment is needed for:

- Paper-based and computer-based (Administration scripts are different.)
- English language arts/literacy and mathematics (Testing times and administration scripts are different.)
- Spanish form for mathematics.
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for 10 different languages posted on Avocet, available at http://parcc.pearson.com/Avocet.)

**Note:** Schools cannot combine students with the Human Reader accommodation across grades/courses. For example, Grade 4 students with a Human Reader can be tested together, but Grade 4 and Grade 5 students with a Human Reader accommodation cannot be tested concurrently in the same testing environment.

**English Language Arts/Literacy—Computer-Based Testing**

| ELA/L Unit | Grades that May Be Grouped Together | Unit Testing Time (minutes) |
|---|---|---|
| Unit 1 | Grade 3, Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |
| Unit 2 | Grade 3 | 75 |
| | Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |
| Unit 3 | Grade 3, Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 90 |
| | Grade 9, Grade 10, Grade 11 | 90 |
| Unit 4 (for schools administering the Field Test) | Grade 3, Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |

[1] Testing environment is defined as a room or location where secure PARCC testing occurs (e.g., a classroom, library, media center, computer lab).

**English Language Arts/Literacy—Paper-Based Testing**

| ELA/L Unit | Grades that May Be Grouped Together | Unit Testing Time (minutes) |
|---|---|---|
| Unit 1 | Grade 3[2] | 90 |
| | Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |
| Unit 2 | Grade 3[2] | 75 |
| | Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |
| Unit 3 | Grade 3[2] | 90 |
| | Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 90 |
| | Grade 9, Grade 10, Grade 11 | 90 |
| Unit 4 (for schools administering the Field Test) | Grade 3[2], Grade 4, Grade 5 | 90 |
| | Grade 6, Grade 7, Grade 8 | 110 |
| | Grade 9, Grade 10, Grade 11 | 110 |

**Mathematics—Computer-Based Testing**

| Unit | Grades/Courses that May Be Grouped Together | Unit Testing Time (minutes) |
|---|---|---|
| Unit 1 | Grade 3, Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 8 | 80 |
| | Grade 7 *(non-calculator/calculator unit)* | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III *(non-calculator/calculator unit)* | 90 |
| Unit 2 | Grade 3, Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 7, Grade 8 | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III | 90 |
| Unit 3 | Grade 3, Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 7, Grade 8 | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III | 90 |
| Unit 4 | Grade 3, Grade 4, Grade 5 | 60 |



[2] Grade 3 PBT ELA/L cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions. However, the CBT for grades 3, 4, and 5 can be administered in the same testing environment.

**Mathematics – Paper-Based Testing**

| Unit | Grades/Courses that May Be Grouped Together | Unit Testing Time (minutes) |
|---|---|---|
| Unit 1 | Grade 3[3] | 60 |
| | Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 8 | 80 |
| | Grade 7 *(non-calculator/calculator unit)* | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III *(non-calculator/calculator unit)* | 90 |
| Unit 2 | Grade 3[3] | 60 |
| | Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 7, Grade 8 | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III | 90 |
| Unit 3 | Grade 3[3] | 60 |
| | Grade 4, Grade 5 | 60 |
| | Grade 6, Grade 7, Grade 8 | 80 |
| | Algebra I, Geometry, Algebra II, Integrated I, II, III | 90 |
| Unit 4 | Grade 3[3] | 60 |
| | Grade 4, Grade 5 | 60 |



[3] Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.

# Appendix G

# English Language Arts/ Literacy Field Test Instructions

## Purpose of the English Language Arts/Literacy Field Test

The primary purpose of the PARCC English language arts/literacy (ELA/L) Field Test (FT) 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). Therefore, a student's score will be based only on operational items, not field test items.

Your school and/or LEA/district will be notified by your PARCC state contact if you are participating in the field test. Schools and/or LEA/districts selected for the ELA/L Field Test will administer four units. For questions about the PARCC ELA/L Field Test, contact your PARCC state contact listed in **Appendix C**.

## Field Test Administration Instructions

Schools and LEA/districts administering the PARCC ELA/L Field Test should be familiar with the policies and procedures outlined in the *Test Administrator Manuals* and *Test Coordinator Manual*.

### Field Test Security

The administration of the PARCC ELA/L Field Test is a secure testing event. Maintaining the security of test materials before, during, and after test administration is crucial to obtaining valid and reliable results. All staff involved in the field test are required to follow PARCC security policies. Refer to Section 2.0 for additional information.

### Reporting Testing Irregularities and Security Breaches

As a secure testing event, all testing irregularities and security breaches during the ELA/L field test must be reported according to your state policy. Refer to Section 2.2 for additional information.

### Student Registration/Personal Needs Profile (SR/PNP)

Schools and LEA/districts do not need to complete any additional SR/PNP files.

### Computer-Based Testing

Test forms in TestNav for schools participating in the ELA/L field test will contain four units. The same administration procedures and session management tasks apply to all units and sections. Refer to these procedures in Sections 4.1 of the *Test Coordinator Manual*.

### Paper-Based Test Materials (Paper-Based Testing Only)

Test booklets and answer documents for schools participating in the ELA/L field test will contain four units. The test booklets and answer documents with the field test unit will be marked with "FT" after the form number (e.g., Form 1 (FT)). The same administration procedures and session management tasks apply to all units and sections. Refer to these procedures in Section 4.2.

All test booklets and answer documents must be handled and returned according to the procedures outlined in Sections 5.2.2–5.2.4.

### Additional Orders

Additional orders for field test materials must be submitted according to the procedures outlined in Section 3.10.4. When placing an additional order for field test materials, **users must enter quantities for test booklets and answer documents specifically labeled for the field test**. All field test materials will be labeled with "FT" at the end of the name on the PearsonAccess$^{next}$ **Additional Orders** screen.

### Administration Procedures and Scripts

Test Administrators will use the same administration procedures and scripts as all other units, which is located in the appropriate *Test Administrator Manual*. Refer to the *Test Administrator Manual* for complete instructions on administering units.

## Scheduling the Test Units for Schools Participating in the Field Test Administration

### Unit Testing Time

Students must be provided with the full amount of testing time listed in the chart below. Once the unit testing time has been reached, the unit must end, except for students with extended time accommodations.

**Table G.1. Unit Testing Times for Grade 3**

| Units | Unit Testing Time (Minutes) |
|---|---|
| Unit 1 | 90 |
| Unit 2 | 75 |
| Unit 3 | 90 |
| Unit 4 | 90 |

**Table G.2. Unit Testing Times for Grade 4–5**

| Units | Unit Testing Time (Minutes) |
|---|---|
| Unit 1 | 90 |
| Unit 2 | 90 |
| Unit 3 | 90 |
| Unit 4 | 90 |

**Table G.3. Unit Testing Times for Grades 6–High School**

| Units | Unit Testing Time (Minutes) |
|---|---|
| Unit 1 | 110 |
| Unit 2 | 110 |
| Unit 3 | 90 |
| Unit 4 | 110 |

### Testing Window

Administration of the ELA/L field test must be completed during your state's regular testing window. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Refer to **Appendix C** for specific dates.

### Scheduling Policies

The ELA/L field test should be scheduled with equal importance to summative assessment test units. 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-related disruptions or other issues. Refer to Section 3.6 for guidance on establishing a testing schedule.

### 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.

**Managing Students Who Transfer Schools**

During testing, or between administrations, it is possible students will transfer schools or districts. In the event of a student transfer, student registration information in PearsonAccess$^{next}$ must be updated. This can be done via the user interface or the data file upload process. Step-by-step directions for both processes can be found in the *Transfer Student (CBT or PBT) Guidance* documents posted at http://avocet.pearson.com/PARCC/Home. Refer to Sections 4.1.6 (CBT) and 4.2.5 (PBT) for additional information.

## Computer-Based Testing: Are you ready?

- ☐ Manage test sessions and review each student's status in PearsonAccess[next].
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- ☐ Test Administrator log in.
- ☐ Confirm that the Test Coordinator has prepared the test sessions.
- ☐ Start test sessions and unlock the applicable unit (lock the unit for absent students).
- ☐ Resume students (as needed).
- ☐ Ensure students have submitted completed test units.

## Confirming Accessibility Features and Accommodations

***Before starting every session***, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

| Indicator | Accommodation |
|---|---|
| ASL | American Sign Language |
| SR | Assistive Technology—Screen Reader |
| Non-SR | Assistive Technology—Non-Screen Reader |
| CC | Closed Captioning |
| TTS | Text-to-Speech |
| STTS | Spanish Text-to-Speech |
| S | Spanish |

**Note:** Students utilizing a Human Reader must be placed in a Human Reader session.

***If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in. Contact your STC.***

## Paper-Based Testing: Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ Distribute test materials to students and administer the PARCC assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

## Paper-Based Testing: After You're Done

### Transcribe accommodated responses

(Braille, Large Print, and other Response Accommodations)

### Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ PARCC-supplied mathematics reference sheets
- ☐ Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- ☐ Used and unused scratch paper

### Secure materials which must be returned to Pearson (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (Grades 4-11)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics

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