Spring 2016

PARCC

Partnership for Assessment of Readiness for College and Careers

Test Administrator Manual

For Paper-Based Testing

Grades 3–5 English Language Arts/Literacy and Mathematics

What's New for Spring 2016?

New Content	Section
1. The Spring 2016 Administration of the PARCC assessment has combined the Performance Based Assessment (PBA) and End-of-Year (EOY) in to one testing window.	Section 1.0
2. For 2015–2016, some training modules have been simplified to smaller, task-based modules. Training modules are available at: https://parcc.tms.pearson.com.	Section 3.2
3. Students are no longer required to write their names on scratch paper or mathematics reference sheets.	Section 4.2
4. A sample of students in each state will participate in an English language arts/literacy (ELA/L) field test. If your school is participating in the field test, please refer to **Appendix D** for additional information. Contact your PARCC State Contact for any questions.	**Appendix D**

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1.0 Spring Overview

The Spring 2016 PARCC assessments will be administered in either computer-based or paper-based formats. 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 calculator section. 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 Administrators necessary for the paper-based administration of the spring PARCC assessment, as well as the procedures and protocols for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that Test Administrators and Proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

Because there are many instances where policies and procedures are state specific, it is important to contact your School Test Coordinator for your state's specific policies and procedures.

When administering the paper-based PARCC assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit he or she is administering. All administration instructions are contained within each script. In addition to English, the scripts 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) Test Coordinator (LTC) is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role are the responsibility of the School Test Coordinator.

School Test Coordinator (STC) is the individual at the school level 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 and resolving testing issues at his or her school.

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

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. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the PARCC assessment.

Proctor is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. 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 your School Test Coordinator for more information about your state's policy.

Proctor responsibilities include but are not limited to:

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

If class size is larger than 25 students, a Proctor is recommended.

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

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

Students may not have access to secure testing materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure:

- Test booklets
- Answer documents
- Large print and braille test booklets
- Mathematics reference sheets written on by students
- Scratch paper written on by students

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

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

2.1.1 Test Administrator Responsibilities

1. **Receive training in administering test sessions properly and securely.**
   - Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test sessions.
   - 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.
2. **Administer all tests according to appropriate protocols.**
   - Administer tests during your state's prescribed 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 as 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 electronic devices during a test unit, including after a student turns in his or her test materials and during a break.
3. **Focus full attention on the testing environment at all times during testing.**
   - Continually monitor the testing process by moving unobtrusively about the room. While monitoring the classroom, a test administrator may view students' booklets for the sole purpose of confirming that students are working in the correct unit. **A Test Administrator may not review test booklets (grade 3) or answer documents (grades 4–5) and/or confirm whether a student has marked all his or her responses.**
   - Ensure that students are supervised during testing, including during breaks.
   - Students must work only on the unit being administered. If a test administrator observes a student working in the incorrect unit of the test booklet or reviewing the incorrect unit of the test booklet, this is a testing irregularity that must be reported immediately to the STC.

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.

5. **Do not provide assistance to a student that could impact his/her answers.**
   - Test Administrators must not coach a student during testing or alter or interfere with a student's response in any way. Examples of coaching 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 hints, clues, cues, facial expressions, nods, or changes in voice inflection
     - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
     - Providing any manner of assistance that could impact a student's answers
     - Suggesting that a student write more on a question, check his or her work, or review or reconsider a question
   - At any time during a test session, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.

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, and an EL plan (if your state requires the use of a plan for EL students).
   - Follow guidelines on proper administration of accommodations 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.**

2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their STC or LTC with information needed to complete the security forms.

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. In Section 2.2.1, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss 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**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner) 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.

- **Test Supervision**
  - 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 for any period of time while secure test materials are still distributed or while students are testing
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - 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

- **Test Materials**
  - Losing a student test booklet or answer document
  - 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 English language arts/literacy 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's campus or removing them from locked storage for any purpose other than administering the test

- **Testing Environment**
  - Allowing unauthorized visitors in the testing environment (see below for more information)
  - Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
  - Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing

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 your School Test Coordinator for details about observation visits for your state.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. 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.
- If follow-up documentation is required by your LEA Test Coordinator or PARCC State Contact, complete any additional documentation required.
- 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 determined and established in advance of the testing day. Refer to your School Test Coordinator for your state's policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described below.
- The testing sign in **Appendix C** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered.

Administration Considerations for Students
With the support of the school administration, 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 accessibility features and accommodations refer to Section 6.0.

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 are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., turns in his/her test booklet or answer document) 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)
  - 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 and conversion tables other than the grade- or course-specific, PARCC-provided mathematics reference sheets (grade 5 only)
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to your School Test Coordinator for more information)*

    *May be allowable if listed in the student's IEP or 504 plan according to 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/her possession upon arrival for testing, instruct the student to hand the materials to the Test Administrator. If the prohibited material is an electronic device, instruct the student to first turn off the device, and then hand it to the Test Administrator.

Other materials may be permitted after a student has completed testing. Refer to your School Test Coordinator for your state's policy.

Exceptions for Test Accommodations

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

2.4 Scheduling and Testing Time

All test units must be completed during your state's appropriate testing window. Schools will have a total of 30 consecutive school days for paper-based testing. Units may be scheduled at any time during your testing window. Contact your School Test Coordinator if you have any questions about your testing dates.

Testing Time

PARCC tests are timed. Testing time is limited to the unit testing times listed in Table 2.1 (with the exception of an extended time accommodation as noted in Section 6.0).

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 directions, answering questions, distributing 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.

Table 2.0 Administration Time

	Task	Time to be Allotted for Test Administration
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 Time below (75–90 minutes)
	4. End-of-unit activities, including closing units 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. A new unit cannot be started until all students in the testing environment are finished or until unit testing time has expired.

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

Table 2.1 Unit Testing Times for Grades 3–5

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 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* 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. If a school is selected, some students will take an additional section: a field test task (unit time = 90 minutes). Additional information will be provided to selected schools. Refer to **Appendix D** for more information.

Breaks

Speak with your School Test Coordinator to clarify local procedures for breaks. For more information about breaks refer to Section 4.7.

3.0 BEFORE Testing

3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

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

At Least One Week Before Testing	Reference
❑ Review policies and instructions for test administration in this manual.	
❑ Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
❑ Complete recommended online training modules or in-person training: ❍ Introduction to Training - For All User Roles ❍ Administration of Paper-Based Testing for Test Administrators ❍ Accessibility Features and Accommodations (if applicable)	Section 3.2 and http://parcc.pearson.com/manuals-training
❑ Review the Security Agreement. Sign and submit it to the School Test Coordinator according to your state policy.	**Appendix B**
❑ Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
❑ Strongly Recommended: Administer the Paper-Based Testing Practice Tests and Tutorial.	Section 3.4
One Day Before Testing	**Reference**
❑ Prepare the testing environment.	Section 3.5

3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for test administration and review responsibilities. In addition to this document, review the training modules that provide more detailed information on specific aspects of the PARCC administration at http://parcc.pearson.com/manuals-training.

3.3 Preparing to Administer Accessibility Features and Accommodations During PARCC Assessments

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations.

3.4 Administer Practice Tests and Tutorials

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in the PARCC assessments first take the tutorials and practice tests available at http://parcc.pearson.com.

During the test, Test Administrators will not be allowed to assist students with using tools or responding to items. Therefore, it is important that these questions be answered during tutorials and practice tests. Paper-based practice tests and tutorials familiarize students with new item types and paper-based testing.

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

3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for 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 working condition.

Before students enter the test environment:

- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Refer to Section 2.3 for testing environment guidelines.
- Post a "Testing — Please Do Not Disturb" sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post an example of the "Stop" and "Go On" signs (refer to **Appendix C** of this manual) on the board.
- Display a timing box on the board; refer to the example in Figure 3.0.
    - Write the name of the unit you are administering on the Unit Name line in the timing box on the board.
    - Using the unit testing time in Table 2.1 of this manual for reference, write the unit testing time on the correct line in the timing box on the board.
    - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 3.0 Timing Box Example

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

4.0 DURING Testing

4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

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

Day of Testing	Reference
❑ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody Form.	Section 4.2
❑ Distribute test materials to students and administer the PARCC assessment according to the directions in this manual and using the appropriate administration script.	Section 4.3
❑ Keep time.	Section 4.4
❑ Supervise test administration and provide breaks (if applicable).	Sections 4.6 and 4.7
❑ Return all testing materials to the School Test Coordinator.	Section 4.8.2
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

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

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

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

- **PARCC-supplied material**
  - Test booklets
  - Answer documents (grades 4–5)
  - Mathematics reference sheets (grade 5 only) (**Note:** Cannot be re-used if written on)
  - *Test Administrator Manual(s)*
- **School-supplied material**
  - Wooden No. 2 pencil(s) 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 (for accommodations)
- Mathematics tools (see below for more information)
- Materials necessary for the administration of accommodations or accessibility features
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- "Testing — Please Do Not Disturb," "Go On," and "Stop" signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C**)

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.

Students may NOT use calculators on PARCC assessments that are allowable for higher grade/course level assessments.

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.

Mathematics Tools

A list of additional mathematics tools for mathematics assessments are listed below. 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 4.0.
  - 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.
- **Mathematics Reference Sheets (grade 5 only):** Mathematics reference sheets are provided in the test materials shipments.
  - The printed copy must be PARCC-approved mathematics reference sheets, available at http://parcc.pearson.com.
  - 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:** Geometry tools are NOT allowed for grades 3–5.

Table 4.0 Rulers and Protractors

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

4.3 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents (grades 4–5), and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, ruler, protractor (grades 4–5 only), mathematics reference sheet (grade 5 only), and a calculator (if permitted for accommodations purposes).

Important: When distributing tests to students in grades 4 and 5, verify that each student receives an answer document with the same form number as the test booklet. Refer to Figures 4.0 and 4.1 for examples of the location of the form number on a test booklet and an answer document.

Figure 4.0 Example of Location of Form Number on Test Booklet Back Cover

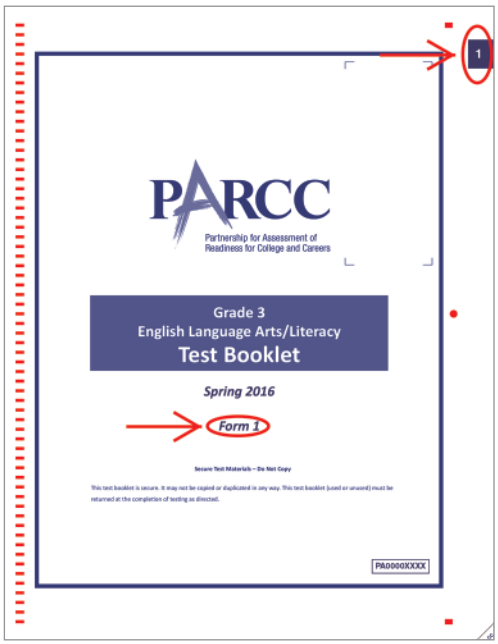
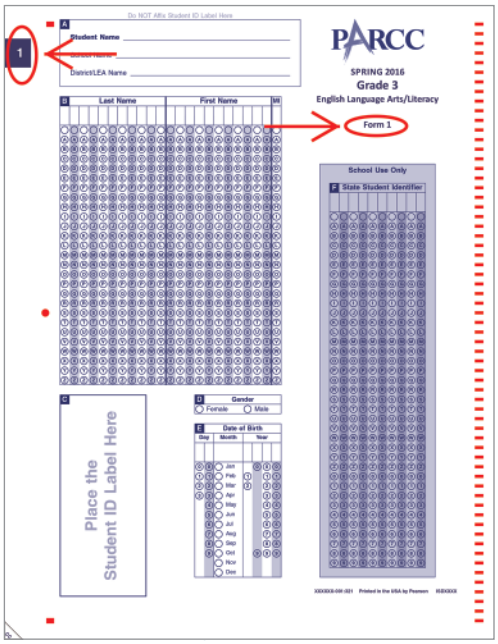


Figure 4.1 Example of Location of Form Number on a Test Booklet Demographic Page



Test Administrators are required to adhere to the scripts provided in this manual for administering the PARCC assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.6.1.

Text that is outside the SAY boxes includes directions meant for Test Administrators and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

4.4 Keep Time (Day of Testing)

Keep accurate time for each test unit. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Table 2.1 for guidance on unit testing times.

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

4.5 Maintain Test Security

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

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.5.1, 4.5.2, and 4.6.

4.5.1 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. Record the test form number the student was using.
   d. If possible, record the item number and page number where the student stopped testing.
   e. 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 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 the same form of 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 4–5), the student must be given the opportunity to retake those units, using a different form and replacement test booklet (and answer document for grades 4–5), during make-up testing.
4. Your School Test Coordinator will take care of the contaminated materials.

4.5.2 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 (grade 3) or answer document (grades 4–5). Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*.
2. Your School Test Coordinator will take care of the damaged materials.

4.6 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are working in the correct unit and that they are NOT involved in questionable activities. Circulate around the room and check to see that students are recording their answers in their test booklet (grade 3) or answer document (grades 4–5). Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

4.6.1 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify ONLY general administration instructions after reading the script word-for-word. No passages or test items may be clarified.

If you have questions, consult your School Test Coordinator.

If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an English learner (EL), then these guidelines must also be followed in providing clarifications in a student's native language.

4.6.2 Guidance for Redirecting Students

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

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

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

4.6.3 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.

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** of the *Test Coordinator Manual* and follow your state policy for submitting the form.

4.6.4 Item Irregularities During Testing

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

- In this instance school personnel may NOT read or review the test item.
- The Test Administrator should instruct the student to proceed with the test and do his or her best on the item in question.
- The Test Administrator should note the content area, course/grade level, form number, item number, and test format (online or paper) of the item in question and provide that information to the School Test Coordinator 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.
- Refer to your School Test Coordinator for your state's policy about reporting a testing irregularity.

4.6.5 Procedures for Severe Weather and Safety Threats

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event 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 your School Test Coordinator for your state's policy about reporting a testing irregularity.

In the event 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.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Inform students how many minutes remain in the unit.
  - Write on the board the updated start time and stop time of the unit.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to your School Test Coordinator for your state's policy about reporting a testing irregularity.

4.7 Administer Breaks

During a break, 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 breaks between units.

Test Administrators are responsible for ensuring that students are NOT able to see the content on other students' test materials. PARCC policies for breaks are below. Refer to your School Test Coordinator for additional requirements regarding breaks.

4.7.1 Breaks During a Unit

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

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

The Test Administrator should ensure the security of students' test booklets, answer documents (grades 4-5), scratch paper, and mathematics reference sheets.

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

4.7.2 Breaks Between Units

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

4.8 Ending Each Unit

4.8.1 Collect Test Materials

Collect test booklets, answer documents (grades 4–5), scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents (grades 4–5). Count the materials to make sure each student has returned his or her test booklet, answer document (grades 4–5), scratch paper, mathematics reference sheets, and testing tools.

Note: Follow your local chain-of-custody procedure to ensure all materials are accounted for.

4.8.2 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Test booklets
- Answer documents (grades 4–5)
- PARCC-supplied mathematics reference sheets, rulers, and protractors (if applicable)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

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.

4.9 Make-up Testing

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

Students are NOT allowed to alter any previously written responses. They must pick up exactly where they left off. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously written responses.

4.10 Script for Administering Grade 3 Mathematics and English Language Arts/ Literacy (ELA/L)

The administration script under Section 4.10.1 will be used for all units for the Mathematics Test. Refer to Section 4.10.2 for the administration script for all units for the ELA/L Test. Test Administrators are required to adhere to the scripts provided in this manual for administering the PARCC assessment. Read word-for-word the bold instructions in each SAY box to students (i.e., you may not modify or paraphrase the wording in the SAY boxes). Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.10.1 Grade 3 – Mathematics – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 Minutes	• Test booklets • Rulers • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	60 Minutes	• Test booklets • Rulers • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				
Unit 3	60 Minutes	• Test booklets • Rulers • Pencils • Scratch paper		
End of Unit 3 – Students **Stop**				
Unit 4	60 Minutes	• Test booklets • Rulers • Pencils • Scratch paper		
End of Unit 4 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the Mathematics Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand.**

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

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

Say	If Unit 1: **Write your first and last name at the top of your test booklet in Box A.** If Unit 2, 3, or 4: **Check to make sure your first and last name is written at the top of your test booklet.**

Make sure that each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belongs to them.

Instructions for Administering Each Unit

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will take Unit __** (fill in the appropriate unit number) **of the Grade 3 Mathematics Test. You will not be able to use a calculator in this unit.** **Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.** **If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.** **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.** **Turn to the next page while I continue to read the directions.** **Directions for Completing the Answer Grids** **1. Work the problem and find an answer.** **2. Write your answer in the boxes at the top of the grid.** **3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.** **4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.** **5. Do not fill in a circle under an unused box.** **6. See below for examples on how to correctly complete an answer grid.**

Say	**This is the end of the directions in your test booklet.** **When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.** **Examples of the GO ON and STOP signs are posted on the board.** **If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.**

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

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

Say	**Do you have any questions?**

Answer student questions.

Say	**You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Instructions for Taking a Break During Testing

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

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop testing, place your scratch paper in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

Say	**Open your test booklets and continue testing.**

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

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished read the following optional SAY box if there are students with secure test materials.

Say	**Stop working. Testing time has now ended. Close your test booklet.** **Check that your name is written on your test booklet. I will collect your test materials.**

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, move on to the next unit.

4.10.2 Grade 3 – ELA/Literacy – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	90 minutes	• Test booklets • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	75 minutes	• Test booklets • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				
Unit 3	90 minutes	• Test booklets • Pencils • Scratch paper		
End of Unit 3 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the English Language Arts/Literacy Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand.**

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

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets.

Say	If Unit 1: **Write your first and last name at the top of your test booklet in Box A.** If Unit 2 or 3*: **Check to make sure your first and last name is written at the top of your test booklet.**

* If your school is administering the ELA/L field test, Unit 3 includes Unit 3a and Unit 3b.

Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belongs to them.

Instructions for Administering Each Unit

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will take Unit __** (fill in appropriate unit number) **of the Grade 3 English Language Arts/Literacy Test.** **Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.** **One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.** **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**

Say	**This is the end of the directions in your test booklet.** **When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.** **Examples of the GO ON and STOP signs are posted on the board.** **If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.**

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

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

Say	**Do you have any questions?**

Answer student questions.

Say	**You will have (**Unit 1 & 3: **90 minutes** / Unit 2: **75 minutes** / Field Test, Unit 3a: **90 minutes,** Unit 3b: **90 minutes) to complete this unit. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

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

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop testing, place your scratch paper in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

Say	**Open your test booklets and continue testing.**

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

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished read the following optional SAY box if there are students with secure test materials.

Stop working. Testing time has now ended. Close your test booklet.

Check that your name is written on your test booklet. I will collect your test materials.

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to the next unit.

4.11 Script for Administering Grades 4 & 5 Mathematics and English Language Arts/ Literacy (ELA/L)

The administration script under Section 4.11.1 will be used for all units for the Mathematics Test. Refer to Section 4.11.2 for the administration script for all units for the ELA/L Test. Test Administrators are required to adhere to the scripts provided in this manual for administering the PARCC assessment. Read word-for-word the bold instructions in each SAY box to students (i.e., you may not modify or paraphrase the wording in the SAY boxes). Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.11.1 Grades 4 and 5 – Mathematics – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 minutes	• Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	60 minutes	• Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				
Unit 3	60 minutes	• Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper		
End of Unit 3 – Students **Stop**				
Unit 4	60 minutes	• Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper		
End of Unit 4 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the Mathematics Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand.**

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

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

Say	Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.** If Unit 2, 3, or 4: **Check to make sure your first and last name is written at the top of your test booklet and answer document.**

Make sure that each student has written his or her name on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

Instructions for Administering Each Unit

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will take Unit __** (fill in the appropriate unit number) **of the Grade __** (fill in the appropriate grade) **Mathematics Test. You will not be able to use a calculator in this unit.** **Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.** **If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.** **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.** **Turn to the next page while I continue to read the directions.** **Directions for Completing the Answer Grids** **1. Work the problem and find an answer.** **2. Write your answer in the boxes at the top of the grid.** **3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.** **4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.** **5. Do not fill in a circle under an unused box.** **6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.** **7. See below for examples on how to correctly complete an answer grid.**

Say	**This is the end of the directions in your test booklet.** **When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.** **Examples of the GO ON and STOP signs are posted on the board.** **If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.**

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

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

Say	**Do you have any questions?**

Answer student questions.

Say	**You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

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

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

Say	**Open your test booklets and answer documents and continue testing.**

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

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
When the unit time is finished read the following optional SAY box if there are students with secure test materials.

Say	**Stop working. Testing time has now ended. Close your test booklet and answer document.** **Check that your name is written on your test booklet and answer document. I will collect your test materials.**

- Collect test booklets, answer documents, mathematics reference sheets (grade 5 only), scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to the next unit.

4.11.2 Grades 4 and 5 – ELA/Literacy – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	90 minutes	• Test booklets • Answer documents • Pencils • Scratch paper		
End of Unit 1 – Students **Stop**				
Unit 2	90 minutes	• Test booklets • Answer documents • Pencils • Scratch paper		
End of Unit 2 – Students **Stop**				
Unit 3	90 minutes	• Test booklets • Answer documents • Pencils • Scratch paper		
End of Unit 3 – Students **Stop**				

Instructions for Preparing to Test

Say	**Today, you are going to take the English Language Arts/Literacy Assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand.**

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

Say	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets and answer documents.

Say	Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.** If Unit 2 or 3*: **Check to make sure your first and last name is written at the top of your test booklet and answer document.**

* If your school is administering the ELA/L field test, Unit 3 includes Unit 3a and Unit 3b.

Make sure each student has written his or her name on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

Instructions for Administering Each Unit

Say	**Open your test booklet and follow along while I read the directions. Do NOT turn the page until I tell you to do so.** **Today, you will take Unit __** (fill in appropriate unit number) **of the Grade __** (fill in appropriate grade) **English Language Arts/Literacy Test.** **Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.** **One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the provided space will be scored.** **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**

Say	**This is the end of the directions in your test booklet.** **When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.** **Examples of the GO ON and STOP signs are posted on the board.** **If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.**

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

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

Say	**Do you have any questions?**

Answer student questions.

Say	**You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.** **Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

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

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

Say	**Open your test booklets and answer documents and continue testing.**

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

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished read the following optional SAY box if there are students with secure test materials.

Stop working. Testing time has now ended. Close your test booklet and answer document.

Check that your name is written on your test booklet and answer document. I will collect your test materials.

- Collect test booklets, answer documents, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, move on to the next unit.

5.0 AFTER Completion of Each Day of Testing

5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

Day of Testing	Reference
❑ Ensure all materials have been returned after testing.	Section 5.2
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the School Test Coordinator, make sure that each student has written his or her name on his or her test booklet (grades 3, 4, & 5) and answer document (grades 4–5). The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all units are completed)
- Test booklets
- Answer document (grades 4–5)
- PARCC-supplied mathematics reference sheets (grade 5 only)
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Accommodated test materials
- Used and unused scratch paper

6.0 Accessibility Features and Accommodations

The *PARCC Accessibility Features and Accommodations Manual, 4th 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 Test Administration of Accessibility Features and Accommodations

In Sections 2 and 3 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

1s	**Human Reader or Human Signer for the Mathematics Assessments**
	(SR/PNP)
		Before Testing:
		• Identification for SR/PNP: Student's SR/PNP must have Human Reader/Human Signer selected. A student must be placed into a Human Reader test session, then the student will be assigned a Human Reader/Human Signer form. The proctor will be assigned a separate authorization log in to access the same form as all students within the Human Reader session.
		• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script
		• Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:
		  ◦ Read Aloud Kits, which include the Mathematics Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a secure environment.
		  ◦ **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.
		  ◦ **Appendix L:** Human Signer Guidelines (signers only)
		
		During Testing: A Test Administrator reads aloud to a student (human reader or human signer). The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.

Accommodations Example from Section 3:

Accommodation		Administration Guidelines

3g	**Large Print Edition**[1]	**Before Testing:**
		• Identification: Student's SR/PNP must have Large Print Edition selected.
		• Materials: Large print test kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.
		• Test Administrator Training: Test administrators of students with visual impairments must review:
		  ○ **Appendix M:** PARCC Assessments and Students with Visual Impairment, Including Blindness
		  ○ **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments
		
		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 11" x 17". 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 *Test Administrator Manual* 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).
		
		After Testing:
		• 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.
		• Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

[1]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

If you will be administering any accessibility features or accommodations be sure you receive the proper training and materials from your School Test Coordinator. Ask your School Test Coordinator for a list of any students in your group receiving accessibility features and/or accommodations. If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation.

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 **Appendices I and/or J**: PARCC Audio Guidelines for the ELA/Literacy and Mathematics Assessments, used to ensure consistency in how items are read
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	**PARCC Assistive Technology Guidance**

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the during testing activities 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
  - 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).
- **Appendix H**: Student Accommodation Refusal Form
  - 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.

Contact your School Test Coordinator if either of these circumstances occurs.

6.4 After Testing: Completing 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 after testing activities for each accessibility feature and accommodation.

After testing, your School Test Coordinator may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations.

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** of the *Test Coordinator Manual*.

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. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An 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.
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*.
Personal Needs Profile (PNP)	The Personal Needs Profile (PNP) is a collection of student information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment.

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. 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 any accessibility feature and accommodation needs.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The browser-based 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

2015–2016 PARCC Assessment Security Agreement

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

For School Test Coordinators

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

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

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

For Test Administrators and Proctors

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

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

_____ _____

First Name (print) Last Name (print)

Role

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

_____ _____

Signature Date

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

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

Appendix C

Signs

PARCC

TESTING

Please
Do Not Disturb

Test Direction Symbols in Test Booklets

GO ON ▶

DO NOT GO ON

Appendix D

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 three units with two sections included for Unit 3. Each section in Unit 3 is treated as an individual unit for test administration purposes. For questions about the PARCC ELA/L Field Test, contact your PARCC state contact listed in **Appendix C** of the *Test Coordinator Manual*.

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.

Administration of Unit 3

Test forms for the ELA/L Field Test (FT) will include two sections within Unit 3. Each section has its own unit testing time. If administering the two sections within Unit 3 back-to-back, Test Administrators must give students a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch) in-between sections. Once students have returned and are seated, move on to the next section of Unit 3. Unit 3b may be administered on a separate day, if desired.

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

Test booklets and answer documents for schools participating in the ELA/L Field Test will contain three units with the third unit containing two sections. 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)). If a school does not administer sections back-to-back, ensure that test materials are returned to the School Test Coordinator after the administration of Unit 3a. The same administration procedures apply to all units and sections. Refer to these procedures in Section 4.0 of the *Test Administrator Manual*.

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

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 3a	90
Unit 3b	90

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

Units	Unit Testing Time (Minutes)
Unit 1	90
Unit 2	90
Unit 3a	90
Unit 3b	90

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.

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