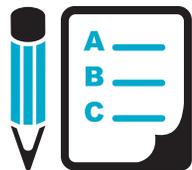


Test Administrator Manual

For Paper-Based Testing



Spring 2014



Field Test

English Language Arts/Literacy and Mathematics
Performance-Based Assessment (PBA)
and End-of-Year Assessment (EOY)

Grades 3–8 and High School

PARCC Field Test Administration Windows

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

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

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

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

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

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1.0 Program Overview

1.1 Background

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

1.2 PARCC Field Test Overview

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

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

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

1.2.1 Performance-Based Assessment (PBA)

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

1.2.2 End-of-Year Assessment (EOY)

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

1.3 About this Manual

This manual provides instructions necessary for the paper-based administration of the PARCC Field Test. There is a separate manual for the computer-based test administration.

This manual contains the protocols that all school staff must follow related to test security and test administration as well as the tasks for the Test Administrator to follow before, during, and after the Field Test administration.

When administering the paper-based PARCC Field Test to students, the Test Administrator should turn to the page that contains the script for the grade and subject he or she is administering. All administration instructions are contained within each script.

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

1.4 Definitions

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

Secure refers to a test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to Test Booklets and Answer Documents. For both the paper-based and computer-based administrations, secure materials also refer to Mathematics Reference Sheets written on by students and scratch paper written on by students.

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

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

1.5 Roles of Individuals

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

School Test Coordinator is the one individual at the school level responsible for the overall coordination of test administration. The role may be taken on by the **Principal** or **Designee** based on established criteria. This individual is responsible for coordinating test administration at his or her school, with responsibilities that include the following:

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

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

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

Test Administrator is an individual at the school ultimately responsible for administering the assessment. States may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used. During each test session, Test Administrators must actively supervise the test administration at all times. Test Administrators must be employed by the school as a certified education professional. Refer to Section 1.5.1 for more information.

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

1.5.1 Who May Administer the Field Test?

The following individuals in the roles listed may serve as a Test Administrator for the PARCC Field Test:

- Individuals employed by the LEA as teachers
- LEA and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate superintendents, superintendents) who hold certificates for their positions as administrators
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions
- Teachers employed by the LEA who hold provisional certificates

Note: Refer to **Appendix E** for state-specific information.

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

1.5.2 Who May Not Administer the Field Test?

Student teachers may not serve as Test Administrators in charge of administering the Field Test. However, they may serve as Proctors who assist the Test Administrators. In addition, parents are not allowed to be present in the classroom with their children during testing. A teacher who is also a parent of a student he or she teaches may serve as a Test Administrator for the PARCC Field Test. However he or she cannot serve as a Test Administrator for his or her child. Nor can he or she be present in the room where his or her child is testing.

1.6 PARCC Field Test Policies on Scheduling and Testing Time

1.6.1 Administration Dates

Each test must be completed during the appropriate testing window shown on the inside front cover of this manual. The prescribed testing dates for your state may slightly differ from these dates. Contact your School Test Coordinator if you have any questions about your testing dates.

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

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

1.6.2 Make-up Testing

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

Schools should consider that different testing sessions may have different testing times when scheduling make-up sessions; Students who require make-up testing for different test sessions may not be able to test during the same make-up session, if testing time is different.

Students who become ill during testing should attempt to finish a test they started on a scheduled make-up date. Test Administrators must note the exact place in the test where the student stopped.

Students are not allowed to return to any session portion of the test they have already completed. They must pick up exactly where they left off. Test sessions must be administered in order. For paper-based testing, Test Administrators must cover pages in the Test Booklets and closely monitor make-up testing to ensure students do not return to questions they have already answered.

School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make-up test sessions as well as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify a specific make-up testing day.

1.6.3 Guidelines for Testing Time

Test administration times are shown in Table 1.0 (note that they vary by content area, component, and grade level). In planning the school Field Test administration schedule, school coordinators should plan for the Total Field Test Administration Time for each session.

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

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

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

Task	Time to be Allotted for Paper-based Test Administration
Preparation after students arrive (includes reading instructions to students and answering questions)	10 minutes
Distribute test materials to students	5 minutes
Administer Field Test session	40–80 minutes (depending on session and grade level—refer to Tables 1.1–1.8 for each Session Time)
Additional time allowed for all students if students are productively engaged	20–40 minutes (depending on session and grade level—refer to Tables 1.1–1.8 for each Additional Time Allowed)
End-of-session activities, including closing testing sessions and collecting test materials	5–15 minutes

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

PARCC testing sessions are **strictly timed**, and no additional time may be permitted (with the exception below). Tables 1.1–1.8 show the amount of time for each specific session.

Students may be allowed extended time accommodations beyond the total administration time **only if** listed in their IEP or 504 Plan (or EL Plan, if required by the PARCC member state). These students must be scheduled in a separate setting. No new sessions can be given until all students are finished. For your state’s information, refer to **Appendix E**. Also, refer to the Extended Time Accommodation in **Appendix E** of the *PARCC Accessibility Features and Accommodations Manual*.

1.6.4 Breaks

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

During a test session, individual restroom breaks may be provided at the discretion of the Test Administrator. During short breaks, the Test Administrator should collect a student’s Test Booklet and Answer Document. There should not be conversations among students and students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.

At the discretion of the Test Administrator, a classroom may take one break of up to three minutes during a test session. Test Administrators are responsible for ensuring that students do not communicate during the break and that students are not able to see content on other students’ booklets/answer documents.

Note: Frequent breaks may be needed for some individual students as described in Section 3.1.5 of this manual.

1.6.5 ELA/Literacy—Total Field Test Administration Time

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

Test Administrators may not continue with the next session before all students have completed the current session. If all students have completed testing at the end of the Session Time, the session may end. If not, all students have completed testing the additional time up to the maximum time. Once the Total Field Test Administration Time has been reached, the test session must end.

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

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

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

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

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

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

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

1.6.6 Mathematics—Total Field Test Administration Time

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

Test Administrators may not continue with the next session before all students have completed the current session. If all students have completed testing at the end of the Session Time, the session may end. If not all students have completed testing the additional time should be used up to the maximum time. Once the Total Field Test Administration Time has been reached the test session must end.

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

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

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

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

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

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

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

Table 1.7. Total Field Test Administration Time—Mathematics II

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

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

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

2.0 Test Security Protocols

The administration of the PARCC Field Test is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. School Test Coordinators are responsible for ensuring that Test Administrators and Proctors are trained in and subsequently act in accordance with all security requirements.

Students may not have access to scorable or nonscorable secure test content before testing. **Scorable secure materials** that are to be provided by Test Administrators to students include Test Booklets for grade 3 and Answer Documents for grades 4–high school. **Nonscorable secure materials** that are to be provided by Test Administrators to students include Test Booklets for grades 4 through high school, Large Print Test Booklets, scratch paper (blank paper intended for use as scratch paper during testing), and if applicable, Mathematics Reference Sheets, rulers, and protractors.

2.1 Security Agreement

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

2.2 Security Plan

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

2.3 Requirements for Maintaining the Security of Test Materials and Content

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations.

The chain-of-custody of test materials must be documented before, during, and after test administration, in order to maintain their security.

2.3.1 Paper-Based Test Materials

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

- **Test Booklets**
- **Answer Documents (grades 4–high school)**
- **Vendor-supplied Rulers and Protractors**
- **Vendor-supplied Mathematics Reference Sheets**
For Mathematics sessions, Test Administrators may have access to vendor-supplied Mathematics Reference Sheets only on the day of administration.

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

It is recommended that test materials be distributed no more than 15 minutes prior to and collected no fewer than 15 minutes after testing.

2.4 Prohibited Activities

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

2.4.1 Breaches of Test Security

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

Table 2.0. Breaches of Test Security—Electronic Devices

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

Table 2.1. Breaches of Test Security—Test Supervision

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

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

Table 2.2. Breaches of Test Security—Test Materials

Test Materials
Giving a student access to test items or prompts prior to testing
Viewing or permitting students to view secure test content at any other times other than administration time
Reading or viewing the passages or test items before, during, or after testing*
Copying or reproducing (e.g., taking a picture of) any part of the passages or test items, or any secure test materials or online test forms
Altering or interfering with a student’s responses in any way
Making responses available to a student
Handling the test materials for a purpose other than test administration (e.g., teacher takes a test home to review, Test Administrator reads a Test Booklet after school)
Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
Removing secure test materials from the school’s campus or removing them from locked storage for any purpose other than administering the test

* Reading to a student who has the read aloud accommodation listed in his or her IEP or 504 Plan is permitted on the English Language Arts/Literacy assessments or as an accessibility feature for the Mathematics assessment.

2.4.2 Testing Irregularities

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

Table 2.3. Testing Irregularities—Testing Environment

Testing Environment
Building evacuation or lock-down (refer to Section 2.13)

Table 2.4. Testing Irregularities—Procedural

Procedural
Failing to follow administration directions for the test
Losing a student’s Test Booklet or Answer Document
Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing
Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate

2.5 Reporting Security Breaches and Testing Irregularities

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

Note: If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, refer to **Appendix E** for your state’s policy and immediately follow these steps.

Occasionally, individuals will contact state department of education offices with allegations of testing irregularities or security breaches. In these cases, the state’s designee will typically contact the School Test Coordinator or LEA Test Coordinator and ask that individual to investigate the allegation, determine whether possible unethical conduct was involved, and report back to the appropriate state level organization.

2.6 Testing Environment

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

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

Prior to testing, school staff should check that all necessary materials and equipment are available and in good and working condition.

2.7 Unauthorized Visitors

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

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

2.8 Materials Required to be Provided to Students

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

- Vendor-supplied material
 - Test Booklets
 - Answer Documents (grades 4–high school)
 - Mathematics Reference Sheets (If administering a Mathematics session grades 5–high school)
 - Rulers and protractors (if administering a Mathematics session)
- School-supplied material
 - Wooden No. 2 pencil(s) with eraser(s)
 - Grade-appropriate calculators
 - Blank scratch paper
 - Two pages total per student, per session; new paper must be provided for each session
 - Paper must be provided by Test Administrators (If schools allow students to bring their own graph paper, the paper must be given to the School Test Coordinator prior to testing to ensure that the graph paper does not have any writing on it.)
 - Paper must be blank, lined, or graph paper (there must be no writing of any kind on the paper)

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

2.9 Calculators

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

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC Field Test sessions.
- Students are not allowed to share calculators within a testing session.
- Test Administrators must confirm that memory on all calculators have been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are not permitted.

2.9.1. Calculator Accommodation Policy

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

Table 2.5. Calculator Accommodation Summary

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

2.10 Prohibited Materials

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

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

- Posters, maps, charts and displays that define, explain or illustrate terms or concepts in the subject area being tested.
- Mathematical formulas/theorems (for mathematics testing sessions)
- Graphic organizers
- Number lines
- Multiplication tables*
- 100s charts*
- Word lists
- Definitions
- Writing formulas
- Any manipulative not approved for use prior to testing*

*May be allowable if listed in the student’s IEP or 504 Plan (or EL Plan, if required by the PARCC member state).

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

Figures 2.0 and 2.1 list materials that may not be used at any time during a session, including after a student has completed testing (e.g., turns in his or her Test Booklet and Answer Document) or during a break. Ensure that these, and any related materials, are not in the possession of students, Test Administrators, Proctors, or any other authorized persons in the test area, including inside students' desks.

Figure 2.0. Materials Prohibited During All Sessions

<ul style="list-style-type: none"> • All cellular phones (including camera phones and smartphones) • Other non-test-related personal electronic equipment (e.g., personal document scanners, eBooks, electronic pens) • Any electronic equipment capable of performing computations or providing other assistance in either content area (other than approved calculator devices for calculator parts on mathematics sessions) • Instructional aids related to the content being assessed • Reference books
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Other materials may be permitted after a student has completed testing. Refer to Section 2.11 and **Appendix E** for your state's policy.

Figure 2.1. Materials Prohibited During Specific Sessions

ELA/Literacy	<ul style="list-style-type: none"> • Writing journals and other personal reference or resource material • Dictionary or thesaurus <p>Note: word-to-word dictionaries without definitions or pictures are an allowable accommodation for English learner (EL) students</p> <ul style="list-style-type: none"> • Any resource or reference material (e.g., book, model, display, writing journal, or teaching aid) that defines, explains, or illustrates ELA/Literacy terminology or concepts or otherwise provides unauthorized assistance during testing
Mathematics	<ul style="list-style-type: none"> • Grades 3–5: Calculators* • Grades 6–8 and high school: non-approved calculators* • Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, or illustrate mathematical terminology or concepts or otherwise provides unauthorized assistance during testing • Mathematical formulas and conversion tables other than the grade-specific, PARCC-approved Mathematics Reference Sheets

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

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

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

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

2.11 Materials Allowed ONLY AFTER a Student Has Completed Testing

The following materials may be provided **only after** a student completes the Field Test and turns in his or her test materials (at the discretion of the state, LEA, or school). For a list of what is allowed in your state, see **Appendix E**.

- Recreational books (subject matter of recreational books must be unrelated to content being assessed)
- Textbooks for subjects other than the one being tested
- Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
- Notebooks or papers (subject matter must be unrelated to content being assessed)
- Pens or colored pencils

2.12 Dismissing Students for Misconduct

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

2.13 Procedures for Severe Weather and Safety Threats that Interrupt Testing

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

- The safety and security of students and staff is of paramount concern.
 - Have a plan in place in case of inclement weather.
 - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
 - If possible, note the time of the disruption so that the remaining time for the test session can be calculated.
 - Refer to **Appendix E** for your state’s policy about reporting a testing irregularity or security breach.
- Upon returning to the testing room, prepare students for the continuation of the testing sessions:
 - Test Administrators must inform students how many minutes remain in the test session.
 - Test Administrators must write on the board the start time and stop times of the session.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
 - Event or occurrence that prompted the evacuation/lock-down
 - Action steps taken because of the security/safety threat

- Names of students being tested
- Location of students at the time of the incident
- Assessment component, content area(s), grade level(s), and test session(s) in process at the time of the incident
- Test Administrator for each assessment
- Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test session was resumed, and time the test session ended
- Any other pertinent details

3.0 Preparing for PARCC Field Test Administration

3.1 Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator must complete before the first day of testing.

3.1.1 PARCC Field Test Manuals

All school staff involved in the administration of the PARCC Field Test must be familiar with their individual responsibilities and PARCC Test Security Protocols. Test Administrators and Proctors should read and be familiar with the content and instructions contained in this manual.

3.1.2 Test Administrator Training and Preparation

Test Administrators should meet with the School Test Coordinator to prepare for Field Test administration and review responsibilities. After meeting with the School Test Coordinator, Test Administrators should have a complete understanding of the testing schedule, security plan, and the plan to administer accommodations. In addition, in preparation for Field Test administration, Test Administrators should receive information and direction on the following topics:

- PARCC Test Security Protocols (included in this manual)
- Security Agreement
- Chain-of-custody documentation plan, including inventorying, distributing, collecting, and storing secure test materials using the Security Checklist or other form being used
- Training module for paper-based testing
- Training on active proctoring while students are testing, including making sure students are in the correct test sessions
- Communicating to students the importance of trying to answer every question completely
- Training for special education staff
- Assignment of students before testing, including students who need accommodations
- Additional materials
- Make-up testing procedures
- Checklist (available in **Appendix C** of this manual)

Test Administrators must note the following policies:

- Test Administrators may not comment on any student work. Test Administrators may not help students in any way except during the general instructions or as specified in this manual. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
- All test items and all student responses in the PARCC Field Test are secure and may not be released, copied or duplicated in any way, or kept at the school once testing is completed.
- Sessions must be administered in the order presented in the Test Booklet.

3.1.3 Guidance for Redirecting Students and Clarifying Directions During an Administration

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

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

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

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

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

3.1.4 Setting Considerations

Changes to the setting, including the location in which a student participates in an assessment, or the conditions within the assessment setting can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good and working condition.

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

3.1.5 Planning to Administer Accommodations During PARCC Assessments

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

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

4.0 Administering the PARCC Field Test

4.1 Tasks for Test Administrator DURING Testing

This session describes activities the Test Administrator must complete during the day of testing.

4.1.1 Prepare the Testing Room

Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing 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. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

Post a “Testing—Do Not Disturb” sign on the outside of the door of the testing room during each of this sign is in **Appendix F**.

4.1.2 Receive Test Materials from the School Test Coordinator

- Receive Test Booklets, Answer Documents, Mathematics Reference Sheets, rulers, protractors (if applicable), and scratch paper
- Receive a list of all students needing accommodations and plan accordingly for space and staff
- For each Test Booklet verify that there is a corresponding Answer Document with a matching form number (grades 4 through high school)

4.1.3 Read Script

Test Administrators are required to adhere to the scripts provided in this manual for administering the PARCC ELA/Literacy Field Test and PARCC Mathematics Field Test. You may repeat any part of these directions as many times as needed while you are delivering the script, but you may not modify or paraphrase the wording. Use your professional judgment in responding to student questions that arise during the testing session. Remember that you may not answer student questions about the test items or assist students in responding to test items. Read word-for-word all text that is boxed and printed in bold type and preceded by the word **SAY**. Text that appears outside the boxes in regular type or italics should not be read aloud to the students.

The administration of the PARCC Field Test is complex due to the varying research activities being conducted; therefore Test Administrators may be in a situation where it is necessary to use your best judgment. If situations arise during testing that are not scripted, keep in mind the following goals when making decisions:

- Protect the security of the PARCC Field Test
- Minimize distractions for students
- Adhere to the testing times noted in Sections 1.6.5 and 1.6.6 of this manual

If you still have questions regarding policy, security breaches, or irregularities consult your School Test Coordinator.

4.1.4 Distribute Materials

After students are seated, read the appropriate administration script and distribute Test Booklets, Answer Documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, a Mathematics Reference Sheet, ruler, protractor (if applicable), and scratch paper.

4.1.5 Keep Time

Keep accurate time for each test session. Remember that failure to provide the correct amount of time may result in test invalidation.

Testing time includes estimates of the amount of time a student will need to complete each session (Session Time), plus a set amount of additional time to ensure any students who need extra time can complete each session. Test Administrators must allow the Total Field Test Administration Time allotted for testing during the session. Students will remain for the initial session time, even if they finish early. Schools should follow their state policy (refer to **Appendix E**) on how to instruct students after the initial session time has been completed.

A student with the extended time accommodation specified in his or her approved IEP, 504 Plan, or EL Plan, if required by the PARCC member state, may be provided additional time to complete each session. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. No single test session can be extended beyond one school day. If a student starts a test session, it must be completed in one school day.

4.1.6 Maintain Test Security

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

If testing is interrupted at any time during the test session (e.g., safety threat, fire emergency, student becoming ill), note the time the interruption begins so that you can calculate the amount of reserved time the students will need to complete the test session. The safety of the students is the priority. If you must also leave the room during testing (e.g., for a fire drill), be sure to lock the door or take necessary steps to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School Test Coordinator.

4.1.7 Supervise Test Administration

Make sure that you have extra wooden No. 2 pencils and that students' testing areas are cleared of all other materials.

During each test session, circulate around the room and check to see that students are recording their answers in their Test Booklet (Grade 3 only) or Answer Document.

For all test sessions, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for on the Security Checklist or other form being used and returned to the School Test Coordinator with the other test materials (refer to Section 2.3 for more information).

4.1.8 Breaks During Testing

In the interest of test security, individual restroom breaks should be provided as needed and monitored. Do not allow talking among students during breaks. Students should not have access to cell phones or other prohibited electronic devices (e.g., smartphones, iPods, tablet PCs) during breaks.

At the discretion of the Test Administrator, a classroom may take one break of up to three minutes during a test session. Test Administrators are responsible for ensuring that students do not communicate during the break and that students are not able to see content on other students' booklets/answer documents.

Script for Administering the Paper-Based PARCC Field Test

Before Students Arrive for each Session

Before students arrive for each Session, do the following:

- Ensure that the testing room is prepared as described in Section 2.6 of this manual.
- Verify you have the schedule of times for the day's test sessions.
- Make sure you have the correct Test Booklets (and Answer Documents, if applicable) for your group to be tested.
- Ensure you have a sufficient number of wooden No. 2 pencils (no mechanical pencils). Only responses marked or written with a wooden No. 2 pencil will be scored.
- Draw a timing box on the board, similar to the ELA/Literacy and Mathematics examples below.
- Write the name of the test session you are administering on the Session Name line in the timing box on the board.
- Using the Total Field Test Administration Time tables in Sections 1.6.5 and 1.6.6 of this manual for reference, write the Session Time and Additional Time on the correct lines in the timing box on the board.
- Do not fill in the **Starting Time**, **Stopping Time** or **Time Remaining** lines until instructed to do so in the scripts.
- If applicable, using the Mathematics Reference Table below, write the approximate number of items in Part 1 and Part 2 of the Mathematics Session being tested (students are not allowed to use calculators in the non-calculator parts of the Mathematics Field Test).
- Draw 4 circles on the board and label A, B, C, and D. During the script you will demonstrate to the students how to fill in a circle completely.
- If applicable, make sure that recreational books and other allowable materials are out of reach of the students during testing.
- For Grades 6–High School Mathematics, make sure that grade-appropriate hand-held calculators are available for students during the calculator sessions (refer to Section 2.9 of this manual for guidelines on calculators).
- For Grade 8, Geometry, or any High School Integrated Mathematics courses, make sure that allowed geometry tools are available for students who may need them during the testing session.
- Make sure you have a list of the accommodations for the students testing, consult the plan established in Section 3.1.2 of this manual.
 - Large Print Test Booklets and Human Read Aloud kits are available for all of the PBA & EOY, ELA/Literacy & Mathematics grade levels. For Grades 4–High School, Test Administrators will read comparable scripts to students testing with Large Print versions. Scripts will be included in the Large Print kits sent with the testing materials.
- If your session requires a human read-aloud, follow the protocol outlined in **Appendix D** of this manual.
- If one or more students in your session needs extended time, follow the guidelines outlined in **Appendix D** of this manual.
- If one or more students in your session needs a word-to-word dictionary as an accommodation, have these available to students or allow students to bring their own.

- Post a copy of the STOP and GO ON sign in **Appendix F** of this manual on the board to show students what the signs in the book look like.

Figure 4.0: ELA/Literacy Timing Box Example

<p>Session Name: _____</p> <p>Session Time: _____</p> <p>Additional Time: _____</p> <p>Starting Time: _____</p> <p>Stopping Time: _____</p> <p>Time Remaining: _____</p>

Figure 4.1: Mathematics Timing Box Example

<p>Session Name: _____</p> <p>Session Time: _____</p> <p>Additional Time: _____</p> <p>Approximate Number of Items in Part 1: _____</p> <p>Approximate Number of Items in Part 2: _____</p> <p>Starting Time: _____</p> <p>Stopping Time: _____</p> <p>Time Remaining: _____</p>

Table 4.0: Mathematics Reference Table

Mathematics Field Test	Calculator/Non-Calculator Parts (Approximate Number of Items Per Part)			
	PBA—Session 1		PBA—Session 2	
Grade 3	Non-Calculator		Non-Calculator	
Grade 4	Non-Calculator		Non-Calculator	
Grade 5	Non-Calculator		Non-Calculator	
Grade 6	Non-Calc (# items: 7)	Calc (# items: 7)	Calculator	
Grade 7	Non-Calc (# items: 8)	Calc (# items: 6)	Calculator	
Grade 8	Non-Calc (# items: 12)	Calc (# items: 4)	Calculator	
Algebra I	Non-Calc (# items: 9)	Calc (# items: 8)	Calculator	
Geometry	Non-Calc (# items: 10)	Calc (# items: 7)	Calculator	
Algebra II	Non-Calc (# items: 9)	Calc (# items: 7)	Calculator	
Mathematics I	Non-Calc (# items: 10)	Calc (# items: 7)	Calculator	
Mathematics II	Non-Calc (# items: 10)	Calc (# items: 7)	Calculator	
Mathematics III	Non-Calc (# items: 9)	Calc (# items: 10)	Calculator	
End of Year Assessment (EOY)	EOY - Session 1		EOY - Session 2	
Grade 3	Non-Calculator		Non-Calculator	
Grade 4	Non-Calculator		Non-Calculator	
Grade 5	Non-Calculator		Non-Calculator	
Grade 6*	Non-Calc (# items: 24)	Calc (# items: 4)	Calc (# items: 14)	Non-Calc (# items: up to 6)
Grade 7	Non-Calc (# items: 21)	Calc (# items: 4)	Calculator	
Grade 8	Non-Calculator		Calculator	
Algebra I	Non-Calc (# items: 11)	Calc (# items: 18)	Calculator	
Geometry	Non-Calc (# items: 13)	Calc (# items: 17)	Calculator	
Algebra II	Non-Calc (# items: 9)	Calc (# items: 20)	Calculator	
Mathematics I	Non-Calc (# items: 11)	Calc (# items: 18)	Calculator	
Mathematics II	Non-Calc (# items: 9)	Calc (# items: 20)	Calculator	
Mathematics III	Non-Calc (# items: 9)	Calc (# items: 22)	Calculator	

During testing, you must focus your full attention on the students at all times to confirm that they are working independently. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.4 and 2.10 of this manual for information on prohibited activities and prohibited materials.

If a student starts a test session and leaves school without finishing (due to illness), he or she may be allowed to complete that test on a different day. If you have concerns about a student completing a session, you should not allow the student to begin. If a student leaves during a session, contact the School Test Coordinator.

The administration of the PARCC Field Test is complex due to the varying research activities being conducted; therefore you may be in a situation in which it is necessary to use your best judgment. If situations arise during testing that are not scripted, keep in mind the following goals when making decisions:

- Protect the security of the PARCC Field Test
- Minimize distractions for students
- Adhere to the testing times noted in Sections 1.6.5 and 1.6.6 of this manual

If you still have questions regarding policy, security breaches, or irregularities, consult your School Test Coordinator.

Read only the bold instructions in each **SAY** box to students. Text that is outside the **SAY** boxes includes directions for Test Administrators to follow and should not be read to students. Refer to Section 3.1.7 of this manual for guidance on redirecting students and clarifying directions during an administration. The Test Administrator may clarify general administration instructions (i.e., instructions provided through the scripts) only. No part of the test may be clarified, nor may any assistance be provided to the student during testing. All directions (i.e., instructions provided through the scripts) may be repeated as necessary for any student.

ELA/Literacy Performance-Based Assessment Field Test: Grade 3

Literary Analysis Session of the ELA/Literacy Performance-Based Performance Based Assessment (PBA)

SAY Today, you are going to take the Literary Analysis Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets and scratch paper.

Distribute Test Booklets and scratch paper.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking a session of the Grade 3 English Language Arts/Literacy Performance-Based Assessment (PBA).

To answer the questions on this test, you will first be asked to read one or more passages.

SAY Read each passage and question carefully and then choose the best answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

For constructed response questions, write your response in the space provided in your Test Booklet. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Test Booklet will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

Read the sample item S1 in the Test Booklet. Note how the answer bubble is filled in completely.

Do **NOT** start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- When marking your response in your Test Booklet, fill in the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to the Research Simulation session.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Literary Analysis Session

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of the Literary Analysis Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet and scratch paper.

If all students have completed testing, collect Test Booklets and scratch paper. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of additional time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed the Literary Analysis Session of the PARCC English Language Arts/Literacy assessment.

I will collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet and scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Research Simulation Session of the ELA/Literacy Performance-Based (PBA)

SAY Today, you are going to take the Research Simulation Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets and scratch paper.

Distribute Test Booklets and scratch paper. Remember that students wrote their names on their Test Booklets in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet.

(Pause.)

Make sure that all students have received their own Test Booklet. If necessary, assist students with making sure they are using the Test Booklet that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Research Simulation.

Today you will be taking a session of the Grade 3 English Language Arts/Literacy Performance-Based Assessment (PBA).

To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

For constructed response questions, write your response in the space provided in your Test Booklet. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Test Booklet will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test or back to the previous session.

Do NOT start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- When marking your response in your Test Booklet, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Narrative Writing session.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Research Simulation Session

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of the Research Simulation Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet and scratch paper.

If all students have completed testing, collect Test Booklets and scratch paper. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of additional time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed the Research Simulation Session of the PARCC English Language Arts/Literacy assessment.

I will collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper from students. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Narrative Writing Session of the ELA/Literacy Performance-Based Assessment

SAY Today, you are going to take the Narrative Writing Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets and scratch paper.

Distribute Test Booklets and scratch paper. Remember that students wrote their names on their Test Booklets in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet.

(Pause.)

Make sure that all students have received their own Test Booklet. If necessary, assist students with making sure they are using the Test Booklet that belongs to them.

SAY Find the page after the second STOP sign Test Booklet and follow along while I read the directions for Narrative Writing.

Today you will be taking a session of the Grade 3 English Language Arts/Literacy Performance-Based Assessment (PBA).

To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

For constructed response questions, write your response in the space provided in your Test Booklet. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Test Booklet will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the survey or back to the previous session.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- When marking your response in your Test Booklet, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Example of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Narrative Writing Session

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of the Narrative Writing Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Test Booklet.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page to the survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, turn the page to complete the survey.

Once you have completed the survey, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed the Narrative Writing Session of the PARCC English Language Arts/Literacy assessment.

Open your Test Booklet to the Survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Test Booklet. I will now collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

ELA/Literacy Performance-Based Assessment Field Test: Grades 4–High School

Literary Analysis Session of the ELA/Literacy Performance-Based Assessment (PBA)

SAY Today, you are going to take the Literary Analysis Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, and scratch paper.

Distribute Test Booklets, Answer Documents, and scratch paper.

SAY Find the form identifier under the “Spring 2014 Field Test” statement on the front cover of the Test Booklet and top right corner of the Answer Document.

This will be identified as either PBA/EOY or as PBA – Form #.

Raise your hand if you cannot find the form identifier.

Some students will have PBA/EOY as the form identifier; others will have PBA – Form 1, PBA - 2... Assist students as needed.

SAY Check the form identifier on your Test Booklet and make sure it matches the form identifier on your Answer Document.

Please raise your hand if the numbers do not match.

If a student raises his or her hand, collect the documents and provide the student with the correct, matching Test Booklet and Answer Document.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your name at the top of your Answer Document in Box A.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking a session of the (insert grade level, e.g. Grade 5) English Language Arts/Literacy Performance-Based Assessment (PBA). To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer for each question. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles for the answers you choose on your Answer Document. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer on your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document.

For constructed response questions, write your response in the space provided in your Answer Document. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Answer Document will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the next session of the test.

Read the sample item S1 in the Test Booklet. Note how the answer bubble is filled in completely.

Do NOT start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- You will read the passages and questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to the Research Simulation session.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, Answer Document, and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Literary Analysis Session

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of the Literary Analysis Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, Answer Document, and scratch paper.

If all students have completed testing, collect Test Booklets, Answer Documents, and scratch paper. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and Answer Document, and raise your hand. I will then collect your Test Booklets, Answer Documents and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet and Answer Document.

You have completed the Literary Analysis Session of the PARCC English Language Arts/ Literacy assessment.

I will collect your Test Booklet, Answer Document, and scratch paper.

Collect Test Booklets, Answer Documents, and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Research Simulation Session of the ELA/Literacy Performance-Based Assessment

SAY Today, you are going to take the Research Simulation Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, and scratch paper.

Distribute Test Booklets, Answer Documents, and scratch paper. Remember that students wrote their names on their Test Booklets and Answer Documents in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet and Answer Document.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet and Answer Document.

(Pause.)

Make sure that all students have received their own Test Booklet and Answer Document. If necessary, assist students with making sure they are using the Test Booklet and Answer Document that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Research Simulation.

Today you will be taking a session of the (insert grade, e.g. Grade 5) English Language Arts/Literacy Performance Based Assessment (PBA). To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer for each question. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles for the answers you choose on your Answer Document. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question. If you need to change an answer on your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document.

For constructed response questions, write your response in the space provided in your Answer Document. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Answer Document will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test or return to the previous session.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- You will read the passages and questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Narrative Writing session.

Example of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, Answer Document, and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Research Simulation Session

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of the Research Simulation Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, Answer Document, and scratch paper.

If all students have completed testing, collect Test Booklets, Answer Documents, and scratch paper. Make sure each student has written his or her name on his or her scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) **to complete this session.**

When you have finished and have reviewed your answers, close your Test Booklet and Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed the Research Simulation Session of the PARCC English Language Arts/Literacy assessment.

I will collect your Test Booklet, Answer Document, and scratch paper.

Collect Test Booklets, Answer Documents, and scratch paper from students. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Documents, and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Narrative Writing Session of the ELA/Literacy Performance-Based Assessment

SAY Today, you are going to take the Narrative Writing Session of the PARCC English Language Arts/Literacy Performance-Based Assessment (PBA).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question. The final question of each session will be a written response.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, and scratch paper.

Distribute Test Booklets, Answer Documents, and scratch paper. Remember that students wrote their names on their Test Booklets and Answer Documents in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet and Answer Document.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet and Answer Document.

(Pause.)

Make sure that all students have received their own Test Booklet and Answer Document. If necessary, assist students with making sure they are using the Test Booklet and Answer Document that belongs to them.

SAY Find the page after the second STOP sign Test Booklet and follow along while I read the directions for Narrative Writing.

Today you will be taking a session of the (insert grade, e.g. Grade 5) English Language Arts/Literacy Performance Based Assessment (PBA). To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer for each question. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles for the answers you choose on your Answer Document. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer on your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document.

For constructed response questions, write your response in the space provided in your Answer Document. You do not have to use all of the space provided. You may use your scratch paper to organize your thinking before writing your response. Only responses written in your Answer Document will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the survey or return to the previous session.

Do NOT start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Use standard language conventions when writing answers to the constructed response prompts.
- Some questions will require reading multiple passages.
- You will read the passages and questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Example of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering the Narrative Writing Session

SAY **You will have** (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of the Narrative Writing Session.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY **You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.**

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Answer Document.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page of your Answer Document to the survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and turn the page in your Answer Document to complete the survey.

Once you have completed the survey, close your Test Booklet and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet and Answer Documents.

You have completed the Narrative Writing Session of the PARCC English Language Arts/Literacy assessment.

Open your Answer Document to the Survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

Collect Test Booklets and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY **Close your Answer Document. I will now collect your Test Booklet, Answer Document, and scratch paper.**

Collect Test Booklets, Answer Document, and scratch paper. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Mathematics Performance-Based Assessment Field Test: Grade 3

Session 1 of the Mathematics Performance-Based Assessment (PBA)

SAY Today, you are going to take Session 1 of the PARCC Mathematics Performance-Based Assessment (PBA).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, rulers, protractors, and scratch paper.

Distribute Test Booklets, rulers, protractors and scratch paper.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking the Grade 3 Mathematics Performance Based Assessment (PBA).

Read each question carefully and then choose the best answer. Mark your answers by filling in the circles in your Test Booklet for the answers you choose or by writing a complete response in the space provided. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

For constructed response questions, write your response in the space provided in your Test Booklet. You do not have to use all of the space provided.

SAY If a constructed response question asks you to show your work, you must do so to receive full credit. If a constructed response question has multiple parts, label each part of your work and clearly identify your answer for each part. Make sure you have fully answered the question showing all of your work. Only responses written in your Test Booklet will be scored. Crossed-out work will not be scored.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

You may not use a calculator on any session of the test.

Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - Print your answer with the first digit in the left answer box **OR** with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do **NOT** leave a blank answer box in the middle of an answer.
 - Be sure to write a fraction bar in the answer box if it is part of the answer.
 - Some answers may require a fraction. You must **NOT** place a mixed number such as $3 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction. If $3 \frac{1}{4}$ were entered as is, it would be scored as $31/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and **ONLY** one bubble for each answer box. Do **NOT** fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You **MUST** fill in the bubbles accurately to receive credit for your answer.

Read the sample items S1 and S2 in the Test Booklet. Note how the answer bubbles are filled in completely.

Do **NOT** start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- When marking your response in your Test Booklet, fill in the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Test Booklet will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to Session 2.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, ruler, protractor, and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY **You will have** (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY **You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.**

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, ruler, protractor, and scratch paper.

If all students have completed testing, collect Test Booklets, rulers, protractors, and scratch paper. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

When you have collected all Test Booklets and scratch paper, read from OPTION A, B, or C below based on your state or local policy (refer to **Appendix E**).

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, rulers, protractors and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) **to complete this session.**

When you have finished and have reviewed your answers, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.
You have completed Session 1 of the PARCC Mathematics assessment.
I will collect your Test Booklet, ruler, protractor, and scratch paper.

Collect Test Booklets, rulers, protractors and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet and scratch paper.

- Make sure each student returns his or her Test Booklet, ruler, protractor and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the Mathematics Performance-Based Assessment

SAY Today, you are going to take Session 2 of the PARCC Mathematics Performance-Based Assessment (PBA).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, rulers, protractors, and scratch paper.

Distribute Test Booklets, rulers, protractors and scratch paper. Remember that students wrote their names on their Test Booklets in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet.

(Pause.)

Make sure that all students have received their own Test Booklet. If necessary, assist students with making sure they are using the Test Booklet that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking the Grade 3 Mathematics Performance Based Assessment (PBA).

Read each question carefully and then choose the best answer. Mark your answers by filling in the circles in your Test Booklet for the answers you choose or by writing a complete response in the space provided. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

For constructed response questions, write your response in the space provided in your Test Booklet. You do not have to use all of the space provided.

If a constructed response question asks you to show your work, you must do so to receive full credit. If a constructed response question has multiple parts, label each part of your work and clearly identify your answer for each part. Make sure you have fully answered the question showing all of your work. Only responses written in your Test Booklet will be scored. Crossed-out work will not be scored.

If you finish this session of the test, you may review your answers in this session **ONLY**. Do not go back to the previous session of the test.

You may not use a calculator on any session of the test.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- When marking your response in your Test Booklet, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Test Booklet will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page
When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY **You will have** (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY **You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.**

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Test Booklet.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page to the survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor, and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, turn the page to complete the survey.

Once you have completed the survey, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, rulers, protractors and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed Session 2 of the PARCC Mathematics assessment.

Open your Test Booklet to the Survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor, and scratch paper.

Collect Test Booklets, rulers, protractors and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Test Booklet. I will now collect your Test Booklet, ruler, protractor, and scratch paper.

Collect Test Booklets, rulers, protractors and scratch paper. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, ruler, protractor and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Mathematics Performance-Based Assessment Field Test: Grades 4–High School

Session 1 of the Mathematics Performance-Based Assessment (PBA)

SAY Today, you are going to take the Session 1 of the PARCC Mathematics Performance-Based Assessment (PBA).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, scratch paper, and appropriate testing tools.

Distribute Test Booklets, Answer Documents, scratch paper and the grade appropriate testing tools.

- Grade 4: rulers and protractors
- Grade 5: rulers, protractors and reference sheets
- Grade 6–High School: rulers, protractors and reference sheets, hand-held calculators after they have completed the non-calculator part of Session 1
- Grade 8, Geometry and all High School Integrated Mathematics courses: In addition to testing tools above, have available tracing paper, reflection tools, compass and straight edge for students who may request them during testing.

SAY Find the form identifier under the “Spring 2014 Field Test” statement on the front cover of the Test Booklet and top right corner of the Answer Document.

This will be identified as either PBA/EOY or as PBA – Form #.

Raise your hand if you cannot find the form identifier.

Some students will have PBA/EOY as the form identifier; others will have PBA – Form 1, PBA - 2... Assist students as needed.

SAY Check the form identifier on your Test Booklet and make sure it matches the form identifier on your Answer Document.

Please raise your hand if the numbers do not match.

If a student raises his or her hand, collect the documents and provide the student with the correct, matching Test Booklet and Answer Document.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your name at the top of your Answer Document in Box A.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking the (insert grade or course, e.g. Grade 5 or Algebra I) Mathematics Performance Based Assessment (PBA).

Read each question carefully.

Be sure that the question number in the Answer Document matches the number on the test. Mark your answers by filling in the circles in your Answer Document for the answers you choose or by writing a complete response in the space provided. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document. Do not write your answers in the Test Booklet.

For constructed response questions, write your response in the space provided in your Answer Document. You do not have to use all of the space provided.

If a constructed response question asks you to show your work, you must do so to receive full credit.

Only responses written in your Answer Document will be scored. Crossed-out work will not be scored. If a constructed response question has multiple parts, label each part of your work and clearly identify your answer for each part. Make sure you have fully answered the question, showing your work as required by the question.

Directions for Completing the Response Grids

1. Work the problem and find an answer.

2. Write your answer in the answer boxes at the top of the grid.

- (For Grades 4 & 5 read:) Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
- Print only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.

- Be sure to write a decimal point or fraction bar in the answer box if it is part of the answer.
- Many answers may be entered as either a decimal or a fraction, unless the test item requires that the answer be given in a specific form. You must NOT place a mixed number such as $13 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction, or to a decimal number. If $13 \frac{1}{4}$ were entered as is, it would be scored as $131/4$ and would be counted as incorrect.

3. Fill in a bubble under each box in which you wrote your answer.

- Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
- Fill in each bubble by making a solid mark that completely fills the circle.
- You MUST fill in the bubbles accurately to receive credit for your answer.

(Additional note for Grades 6 through High School): If your answer has a negative value, use the first column in the response grid to indicate the value is negative.

Read the sample item S1 and S2 in the Test Booklet. Note how the answer bubble is filled in completely.

Do NOT start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions or the sample items.

Answer any questions.

For Grade 4 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 5 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grades 6–High School:

SAY In the first part of this session, you may not use a calculator. A calculator will be given to you to use during the second part of this session. You will not be allowed to return to the non-calculator part of the test after you have started the calculator part of the test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

In addition to the calculator, you will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 8, Geometry, or any High School Integrated Mathematics courses:

SAY During the test, you will also be allowed the following Geometry tools:

- Tracing paper
- Reflection tools
- Straight edge
- Compass

If you would like to use them at any point during the test, please raise your hand, and I will bring them to you.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- You will read the questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Answer Document will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.
- *(For Grades 6–High School read:)* Keep in mind that Session 1 contains a non-calculator and calculator part. The approximate number of questions in each part is written on the board to assist you in planning your time. Remember when you leave Part 1 you will not be allowed to return.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to Session 2.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, Answer Document, scratch paper, and tools.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If applicable, hand out hand-held, grade appropriate calculators (on calculator parts only) and/or Geometry tools as students ask for them. Ensure that students do not have access to hand-held calculators during non-calculator parts. In Grades 6–High School, you will be able to tell if a student is on a non-calculator part of the test by looking at the black banner on the outside of the Test Booklet. Actively monitor students to ensure they do not return to the non-calculator part once they have received hand-held calculators.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklets, Answer Documents, scratch paper, and testing tools.

If all students have completed testing, collect Test Booklets, Answer Documents, scratch paper, and testing tools. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and Answer Document and raise your hand. I will then collect your Test Booklets, Answer Documents, scratch paper, and testing tools.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet and Answer Document.

You have completed Session 1 of the PARCC Mathematics assessment.

I will collect your Test Booklet, Answer Document, scratch paper, and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, scratch paper and testing tools.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the Mathematics Performance-Based Assessment

SAY Today, you are going to take Session 2 of the PARCC Mathematics Performance-Based Assessment (PBA).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, scratch paper, and appropriate testing tools.

Distribute Test Booklets, Answer Documents, scratch paper and the appropriate testing tools.

- Grade 4: rulers and protractors
- Grade 5: rulers, protractors and reference sheets
- Grade 6–High School: rulers, protractors, grade appropriate calculators and reference sheets
- Grade 8, Geometry and all High School Integrated Mathematics courses: In addition to testing tools above, have available tracing paper, reflection tools, compass and straight edge for students who may request them during testing.

Remember that students wrote their names on their Test Booklets and Answer Documents in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet and Answer Document.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet and Answer Document.

(Pause.)

Make sure that all students have received their own Test Booklet and Answer Document. If necessary, assist students with making sure they are using the Test Booklet and Answer Document that belongs to them.

SAY Please listen in while I review these directions.

Today you will be taking the (insert grade or course, e.g. Grade 5 or Algebra I) Mathematics Performance Based Assessment (PBA).

Read each question carefully.

Be sure that the question number in the Answer Document matches the number on the test. Mark your answers by filling in the circles in your Answer Document for the answers you choose or by writing a complete response in the space provided. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document. Do not write your answers in the Test Booklet.

For constructed response questions, write your response in the space provided in your Answer Document. You do not have to use all of the space provided.

If a constructed response question asks you to show your work, you must do so to receive full credit.

Only responses written in your Answer Document will be scored. Crossed-out work will not be scored. If a constructed response question has multiple parts, label each part of your work and clearly identify your answer for each part. Make sure you have fully answered the question, showing your work as required by the question.

Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - (For Grades 4 & 5 read:) Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
 - Be sure to write a decimal point or fraction bar in the answer box if it is part of the answer.
 - Many answers may be entered as either a decimal or a fraction, unless the test item requires that the answer be given in a specific form. You must NOT place a mixed number such as $13 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction, or to a decimal number. If $13 \frac{1}{4}$ were entered as is, it would be scored as $131/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

(Additional note for Grades 6 through High School): If your answer has a negative value, use the first column in the response grid to indicate the value is negative.

For Grade 4 only:

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

For Grade 5 only:

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

For Grades 6–High School:

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

You may use a calculator during this session.

(Pause.)

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go back to the previous session of the test.

In addition to the calculator, you will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

For Grade 8, Geometry, or any High School Integrated Mathematics courses:

SAY During the test, you will also be allowed the following Geometry tools:

- Tracing paper
- Reflection tools
- Straight edge
- Compass

If you would like to use them at any point during the test, please raise your hand, and I will bring them to you.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- You will read the questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Answer Document will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If applicable, hand out Geometry tools as students ask for them.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Answer Document.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page of your Answer Document to the survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper, and testing tools.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and turn the page in your Answer Document to complete the survey.

Once you have completed the survey, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper, and testing tools.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklets and Answer Documents.

You have completed Session 2 of the PARCC Mathematics assessment.

Open your Answer Document to the Survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper, and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Answer Documents. I will now collect your Test Booklets, Answer Documents, scratch paper, and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, scratch paper, and testing tools.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

ELA/Literacy End-of-Year Assessment Field Test: Grade 3

Session 1 of the ELA/Literacy End-of-Year Assessment (EOY)

SAY Today, you are going to take Session 1 of the PARCC English Language Arts/Literacy End-of-Year Assessment (EOY).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets and scratch paper.

Distribute Test Booklets and scratch paper.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking a session of the Grade 3 English Language Arts/Literacy End-of-Year Assessment (EOY).

To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

SAY If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

Read the sample item S1 in the Test Booklet. Note how the answer bubble is filled in completely.

Do **NOT** start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Some questions will require reading multiple passages.
- When marking your response in your Test Booklet, fill in the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to the Session 2.

Example of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet and scratch paper.

If all students have completed testing, collect Test Booklets and scratch paper. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. As the students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed Session 1 of the PARCC English Language Arts/Literacy assessment.

I will collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet and scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the ELA/Literacy End-of-Year Assessment

SAY Today, you are going to take Session 2 of the PARCC English Language Arts/Literacy End-of-Year Assessment (EOY).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets and scratch paper.

Distribute Test Booklets and scratch paper. Remember that students wrote their names on their Test Booklets in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet.

(Pause.)

Make sure that all students have received their own Test Booklet. If necessary, assist students with making sure they are using the Test Booklet that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking a session of the Grade 3 English Language Arts/Literacy End-of-Year Assessment (EOY).

To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the survey or return to the previous session.

Do NOT start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Some questions will require reading multiple passages.
- When marking your response in your Test Booklet, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a **GO ON Sign** in your Test Booklet, you may go onto the next page. When you reach the **STOP Sign** in your Test Booklet, do **NOT** go on to the Survey.

Examples of the **STOP** and **GO ON** signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a **STOP** sign and **GO ON** symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Test Booklet.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page to the survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, turn the page to complete the survey.

Once you have completed the survey, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed Session 2 of the PARCC English Language Arts/Literacy assessment.

Open your Test Booklet to the Survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Test Booklet. I will now collect your Test Booklet and scratch paper.

Collect Test Booklets and scratch paper. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

ELA/Literacy End-of-Year Assessment Field Test: Grades 4–High School

Session 1 of the ELA/Literacy End-of-Year Assessment (EOY)

SAY Today, you are going to take Session 1 of the PARCC English Language Arts/Literacy End-of-Year Assessment (EOY).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, and scratch paper.

Distribute Test Booklets, Answer Documents, and scratch paper.

SAY Find the form identifier under the “Spring 2014 Field Test” statement on the front cover of the Test Booklet and top right corner of the Answer Document.

This will be identified as either PBA/EOY or as EOY – Form #.

Raise your hand if you cannot find the form identifier.

Some students will have PBA/EOY as the form identifier; others will have EOY–Form 1, EOY–2... Assist students as needed.

SAY Check the form identifier on your Test Booklet and make sure it matches the form identifier on your Answer Document.

Please raise your hand if the numbers do not match.

If a student raises his or her hand, collect the documents and provide the student with the correct, matching Test Booklet and Answer Document.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your name at the top of your Answer Document in Box A.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking a session of the (insert grade, e.g. Grade 5) English Language Arts/Literacy End-of-Year Assessment (EOY). To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer for each question. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles for the answers you choose on your Answer Document. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer on your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the next session of the test.

Read the sample item S1 in the Test Booklet. Note how the answer bubble is filled in completely.

Do NOT start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Some questions will require reading multiple passages.
- You will read passages and questions from the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to Session 2.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, Answer Document, and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, Answer Document, and scratch paper.

If all students have completed testing, collect Test Booklets, Answer Documents, and scratch paper. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and Answer Document and raise your hand. I will then collect your Test Booklets, Answer Document, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet and Answer Document.
You have completed Session 1 of the PARCC English Language Arts/Literacy assessment.
I will collect your Test Booklet, Answer Document, and scratch paper.

Collect Test Booklets, Answer Documents, and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the ELA/Literacy End-of-Year Assessment

SAY Today, you are going to take Session 2 of the PARCC English Language Arts/Literacy End-of-Year Assessment (EOY).

For each session of this assessment, you will read a passage or passages and answer some questions. Many of these questions have more than one part, so please be sure to answer ALL parts of each question.

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, and scratch paper.

Distribute Test Booklets, Answer Documents, and scratch paper. Remember that students wrote their names on their Test Booklets and Answer Documents in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet and Answer Document.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet and Answer Document.

(Pause.)

Make sure that all students have received their own Test Booklet and Answer Document. If necessary, assist students with making sure they are using the Test Booklet and Answer Document that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking a session of the (insert grade, e.g. Grade 5) English Language Arts/Literacy End-of-Year Assessment (EOY). To answer the questions on this test, you will first be asked to read one or more passages.

Read each passage and question carefully and then choose the best answer for each question. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles for the answers you choose on your Answer Document. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only. Do your best to answer every question.

If you need to change an answer on your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go on to the survey or return to the previous session.

Do NOT start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- Some questions will require reading multiple passages.
- You will read the passages and questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Answer Document.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page of your Answer Document to the survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) **to complete this session.**

When you have finished and have reviewed your answers, close your Test Booklet and turn the page in your Answer Document to complete the survey.

Once you have completed the survey, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklets and Answer Documents.

You have completed Session 2 of the PARCC English Language Arts/Literacy assessment.

Open your Answer Document to the Survey session for the PARCC ELA/Literacy Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, and scratch paper.

Collect Test Booklets, Answer Documents, and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Answer Documents. I will now collect your Test Booklets, Answer Documents, and scratch paper.

Collect Test Booklets, Answer Documents, and scratch paper. When collecting test materials, make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Mathematics End-of-Year Assessment Field Test: Grade 3

Session 1 of the Mathematics End-of-Year Assessment (EOY)

SAY Today, you are going to take Session 1 of the PARCC Mathematics End-of-Year Assessment (EOY).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, rulers, protractors, and scratch paper.

Distribute Test Booklets, rulers, protractors and scratch paper.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Turn to the first page of the Test Booklet and follow along while I read the directions.

Today you will be taking the Grade 3 Mathematics End-of-Year Assessment (EOY).

Read each question carefully and then choose the best answer. Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet. If you finish this session of the test early, you may review your answers in this session ONLY. Do NOT go on to the next session of the test.

SAY Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
 - Be sure to write a fraction bar in the answer box if it is part of the answer.
 - Some answers may require a fraction. You must NOT place a mixed number such as $3 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction. If $3 \frac{1}{4}$ were entered as is, it would be scored as $31/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

Read the sample items S1 and S2 in the Test Booklet. Note how the answer bubbles are filled in completely.

You may not use a calculator on any session of the test.

Do NOT start the test until I tell you to do so.

(Pause.)

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- When marking your response in your Test Booklet, fill in the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Test Booklet will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to Session 2.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, ruler, protractor and scratch paper.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY **You will have** (read number of minutes from the Session Time line in the timing box on the board) **minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.**

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY **You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.**

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, ruler, protractor and scratch paper.

If all students have completed testing, collect Test Booklets, rulers, protractors and scratch paper. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, rulers, protractors and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.
You have completed Session 1 of the PARCC Mathematics assessment.
I will collect your Test Booklet, ruler, protractor and scratch paper.

Collect Test Booklets, rulers, protractors and scratch paper from students. Make sure each student has written his or her name on his or her Test Booklet and scratch paper.

- Make sure each student returns his or her Test Booklet, ruler, protractor and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the Mathematics End-of-Year Assessment

SAY Today, you are going to take Session 2 of the PARCC Mathematics End-of-Year Assessment (EOY).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, rulers, protractors, and scratch paper.

Distribute Test Booklets, rulers, protractors and scratch paper. Remember that students wrote their names on their Test Booklets in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet.

(Pause.)

Make sure that all students have received their own Test Booklet. If necessary, assist students with making sure they are using the Test Booklet that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking the Grade 3 Mathematics End-of-Year Assessment (EOY).

Read each question carefully and then choose the best answer. Mark your answers by filling in the circles in your Test Booklet for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Test Booklet, be sure to erase your first mark completely. Do not make any stray marks in the Test Booklet. If you finish this session of the test early, you may review your answers in this session **ONLY**. Do **NOT** go on to the next session of the test.

SAY Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do **NOT** leave a blank answer box in the middle of an answer.
 - Be sure to write a fraction bar in the answer box if it is part of the answer.
 - Some answers may require a fraction. You must **NOT** place a mixed number such as $3 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction. If $3 \frac{1}{4}$ were entered as is, it would be scored as $31/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and **ONLY** one bubble for each answer box. Do **NOT** fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You **MUST** fill in the bubbles accurately to receive credit for your answer.

Read the sample items S1 and S2 in the Test Booklet. Note how the answer bubbles are filled in completely.

You may not use a calculator on any session of the test.

Do **NOT** start the test until I tell you to do so.

Raise your hand if you have questions regarding these directions.

Answer any questions.

SAY You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- When marking your response in your Test Booklet, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper, however only information written in your Test Booklet will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If a student needs to take a restroom break during the session, collect his or her Test Booklet before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Test Booklet.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page to the survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor and scratch paper.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, turn the page to complete the survey.

Once you have completed the survey, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor and scratch paper.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, rulers, protractors and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet.

You have completed Session 2 of the PARCC Mathematics assessment.

Open your Test Booklet to the Survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Test Booklet and raise your hand. I will then collect your Test Booklet, ruler, protractor and scratch paper.

Collect Test Booklets and scratch paper from students as they complete the survey. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY **Close your Test Booklet. I will now collect your Test Booklet, ruler, protractor and scratch paper.**

Collect Test Booklets, rulers, protractors and scratch paper. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, ruler, protractor and scratch paper.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Mathematics End-of-Year Assessment Field Test: Grades 4–High School

Session 1 of the Mathematics End-of-Year Assessment (EOY)

SAY Today, you are going to take the Session 1 of the PARCC Mathematics End-of-Year Assessment (EOY).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, scratch paper and appropriate testing tools.

Distribute Test Booklets, Answer Documents, scratch paper and grade appropriate testing tools.

- Grade 4: rulers and protractors
- Grade 5 & 8: rulers, protractors and reference sheets
- Grade 6, 7 & High School: rulers, protractors and reference sheets, hand-held calculators after they have completed the non-calculator part of Session 1
- Grade 8, Geometry and all High School Integrated Mathematics courses: In addition to testing tools above, have available tracing paper, reflection tools, compass and straight edge for students who may request them during testing.

SAY Find the form identifier under the “Spring 2014 Field Test” statement on the front cover of the Test Booklet and top right corner of the Answer Document.

This will be identified as either PBA/EOY or as EOY – Form #.

Raise your hand if you cannot find the form identifier.

Some students will have PBA/EOY as the form identifier; others will have EOY – Form 1, EOY - 2... Assist students as needed.

SAY Check the form identifier on your Test Booklet and make sure it matches the form identifier on your Answer Document.

Please raise your hand if the numbers do not match.

If a student raises his or her hand, collect the documents and provide the student with the correct, matching Test Booklet and Answer Document.

SAY Write your full name at the top of your Test Booklet.

(Pause.)

Write your name at the top of your Answer Document in Box A.

(Pause.)

Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking the (insert grade or course, e.g. Grade 5 or Algebra I) Mathematics End-of-Year Assessment (EOY). Read each question carefully.

Be sure that the question number in the Answer Document matches the number on the test. Mark your answers by filling in the circles in your Answer Document for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document. Do not write your answers in the Test Booklet.

SAY Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - (For Grades 4 & 5 only:) Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
 - Be sure to write a decimal point or fraction bar in the answer box if it is part of the answer.
 - Many answers may be entered as either a decimal or a fraction, unless the test item requires that the answer be given in a specific form. You must NOT place a mixed number such as $13 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction, or to a decimal number. If $13 \frac{1}{4}$ were entered as is, it would be scored as $131/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

(Additional note for Grades 6 through High School): If your answer has a negative value, use the first column in the response grid to indicate the value is negative.

Read the sample item S1 and S2 in the Test Booklet. Note how the answer bubble is filled in completely.

Raise your hand if you have questions regarding these directions or sample items.

Answer any questions.

For Grade 4 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session ONLY. Do not go to another session of the test.

(Pause.)

You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grades 5 & 8 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go to another session of the test.

(Pause.)

You will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grades 6, 7 & High School:

SAY In the first part of this session, you may not use a calculator. A calculator will be given to you to use during the second part of this session. You will not be allowed to return to the non-calculator part of the test after you have started the calculator part of the test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go to another session of the test.

In addition to the calculator, you will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 8, Geometry, or any High School Integrated Mathematics courses:

SAY During the test, you will also be allowed the following Geometry tools:

- Tracing paper
- Reflection tools
- Straight edge
- Compass

If you would like to use them at any point during the test, please raise your hand, and I will bring them to you.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- You will read the questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper, however only information written in your Answer Document will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.
- *(For Grades 6, 7 & High School read:)* Keep in mind that Session 1 contains a non-calculator and calculator part. The approximate number of questions in each part is written on the board to assist you in planning your time. Remember when you leave Part 1 you will not be allowed to return.

During testing, I cannot help you with answering test questions. Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle completely on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do not go on to Session 2.

Example of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

After testing, I will collect your Test Booklet, Answer Document, scratch paper and testing tools.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 1

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 1.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If applicable, hand out hand-held, grade appropriate calculators (on calculator parts only) and/or Geometry tools as students ask for them. Ensure that students do not have access to hand-held calculators during non-calculator parts. In Grades 6, 7 & High School, you will be able to tell if a student is on a non-calculator part of the test by looking at the black banner on the outside of the Test Booklet. Actively monitor students to ensure they do not return to the non-calculator part once they have received hand-held calculators.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write "10 minutes" on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will collect your Test Booklet, Answer Document, scratch paper and testing tools.

If all students have completed testing, collect Test Booklets, Answer Documents, scratch paper and testing tools. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. Follow your state or local policy and instruct students what they should do next.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

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

OPTION A If you have completed testing, sit quietly until the session has ended after I have collected your test materials.

OPTION B If you have completed testing, I will dismiss you after I have collected your test materials.

OPTION C If you have completed testing, you may read a recreational book or other allowable materials after I have collected your test materials.

Collect Test Booklets, Answer Documents, and scratch paper from students who have completed testing. Make sure each student has written his or her name on his or her Answer Document, and scratch paper. Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and Answer Document and raise your hand. I will then collect your Test Booklets, Answer Documents, scratch paper and testing tools.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students who have completed testing. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklet and Answer Document.

You have completed Session 1 of the PARCC Mathematics assessment.

I will collect your Test Booklet, Answer Document, scratch paper and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students. Make sure each student has written his or her name on his or her Test Booklet, Answer Document, and scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, scratch paper and testing tools.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

Session 2 of the Mathematics End-of-Year Assessment

SAY Today, you are going to take Session 2 of the PARCC Mathematics End-of-Year Assessment (EOY).

You should only have wooden No. 2 pencils at your desk.

You may not have any electronic or recording devices at your desk or anywhere you can reach during testing, even if they are turned off or you do not use them. If you have any electronic devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the testing session is complete.

SAY Please sit quietly while I distribute Test Booklets, Answer Documents, scratch paper and appropriate testing tools.

Distribute Test Booklets, Answer Documents, scratch paper and grade appropriate testing tools.

- Grade 4: rulers and protractors
- Grade 5: rulers, protractors and reference sheets
- Grade 6: rulers, protractors and reference sheets, grade appropriate calculators are available during the calculator part of Session 2. Calculators must be returned to the proctors as students complete Part 1, prior to entering Part 2 of Session 2.
- Grade 7–High School: rulers, protractors, grade appropriate calculators and reference sheets
- Grade 8, Geometry and all High School Integrated Mathematics courses: In addition to tools above, have available tracing paper, reflection tools, compass and straight edge for students who may request them during testing.

Remember that students wrote their names on their Test Booklets and Answer Documents in the previous session.

SAY Write your full name at the top of both sheets of your scratch paper.

(Pause.)

Check to make sure your name is written at the top of your Test Booklet and Answer Document.

(Pause.)

Please raise your hand if your name is not at the top of your Test Booklet and Answer Document.

(Pause.)

Make sure that all students have received their own Test Booklet and Answer Document. If necessary, assist students with making sure they are using the Test Booklet and Answer Document that belongs to them.

SAY Find the page after the first STOP sign Test Booklet and follow along while I read the directions for Session 2.

Today you will be taking the (insert grade or course, e.g. Grade 5 or Algebra I) Mathematics End-of-Year Assessment (EOY). Read each question carefully.

Be sure that the question number in the Answer Document matches the number on the test. Mark your answers by filling in the circles in your Answer Document for the answers you choose. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in this session only.

If you need to change an answer in your Answer Document, be sure to erase your first mark completely. Do not make any stray marks on the Answer Document. Do not write your answers in the Test Booklet.

SAY Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - (For Grades 4 & 5 only:) Print your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Print only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
 - Be sure to write a decimal point or fraction bar in the answer box if it is part of the answer.
 - Many answers may be entered as either a decimal or a fraction, unless the test item requires that the answer be given in a specific form. You must NOT place a mixed number such as $13 \frac{1}{4}$ in the answer boxes. If the answer is a mixed number, change it to an improper fraction, or to a decimal number. If $13 \frac{1}{4}$ were entered as is, it would be scored as $131/4$ and would be counted as incorrect.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

(Additional note for Grades 6 through High School): If your answer has a negative value, use the first column in the response grid to indicate the value is negative.

Do NOT start the test until I tell you to do so.

For Grade 4 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler” and a “protractor” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 5 only:

SAY You may not use a calculator in any session of this test.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go on to the next session of the test.

(Pause.)

You will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 6 only:

SAY In the first part of this session, you may use a calculator. The second part of this session, you will not be allowed to use a calculator. Raise your hand prior to entering the non-calculator part of the test and I will collect your calculators.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go back to the previous session of the test.

In addition to the calculator, you will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grades 7–High School:

SAY You may use a calculator during this session.

If you finish this session of the test early, you may review your answers in this session **ONLY**. Do not go back to the previous session of the test.

In addition to the calculator, you will have access to a “ruler,” “protractor” and “reference sheet” while taking this test.

It is up to you to decide when each of these tools will be helpful in answering the question.

For Grade 8, Geometry, or any High School Integrated Mathematics courses:

SAY During the test, you will also be allowed the following Geometry tools:

- Tracing paper
- Reflection tools
- Straight edge
- Compass

If you would like to use them at any point during the test, please raise your hand, and I will bring them to you.

Answer any questions.

SAY Here are some suggestions to help you do your best:

- Try to answer every question.
- Try to plan your time so that you are able to answer all the questions.
- Read each question carefully and think about the answer before responding.
- You will read the questions in the Test Booklet and complete your answers in the Answer Document.
- When marking your response in your Answer Document, fill the circle completely with a solid, dark mark. I will show you how to fill in the circle completely on the board.
- You may use scratch paper; however only information written in your Answer Document will count for when the question asks you to show your work.
- Do not make extra marks near the response bubbles, and erase changes completely.
- (For Grade 6 only read:) **Keep in mind that Session 1 contains a non-calculator and calculator part. The approximate number of questions in each part is written on the board to assist you in planning your time. Remember when you leave Part 1 you will not be allowed to return.**

During testing, I cannot help you with answering test questions.

Please raise your hand if you have any questions regarding these directions.

Demonstrate filling in the circle on the board. Answer any questions.

Instructions for Students Who Finish Testing Before Initial Session Time Expires

SAY When you reach a GO ON Sign in your Test Booklet, you may go onto the next page. When you reach the STOP Sign in your Test Booklet, do NOT go on to the Survey.

Examples of the STOP and GO ON signs are posted on the board for your reference.

If you finish early, check your work carefully and make sure you have answered every question.

Sit quietly until the Session Time has expired.

Please raise your hand if you have any questions.

Answer any questions. Check for understanding, as necessary, for students with accommodations.

Instructions for Administering Session 2

SAY You will have (read number of minutes from the Session Time line in the timing box on the board) minutes to complete this session. If anyone is still working at the end of that time, an additional period of time will be provided.

Do NOT go past the STOP sign at the end of Session 2.

You may begin working.

Show the students an example of a STOP sign and GO ON symbols in the Test Booklet. Write the time on the Starting Time line in the timing box on the board. Write the stop time on the Stopping Time line in the timing box.

Actively proctor while students are testing. If you notice a student is off task, you can tap the student on the shoulder, say his or her name, and remind the student to return to his or her work.

If applicable, hand out hand-held, grade appropriate calculators (on calculator parts only) and/or Geometry tools as students ask for them. For Grade 6, ensure that students return their calculator before entering the non-calculator part of Session 2. You will be able to tell if a student is on the non-calculator part of the test by looking at the black banner on the outside of the Test Booklet.

If a student needs to take a restroom break during the session, collect his or her Test Booklet and Answer Document before excusing the student. Only one student is allowed to leave the testing room at a time. When the student returns from the restroom break, return the Test Booklet and Answer Document to the student. During the restroom 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.

At your discretion, you may allow the class to take a stretch break of up to three minutes at any point during the test session. To take the break, collect students' Test Booklets and Answer Documents. Do not let students leave the testing room during this break. During the 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. When it is time to return to testing, return

the Test Booklets and Answer Documents and instruct students to return to their work. Adjust the end of session time as needed to account for the timing of the break.

If at any time during the test session a safety threat or severe weather event occurs, follow the protocol outlined in Section 2.13 (Procedures for Severe Weather and Safety Threats that Interrupt Testing) of this manual.

When 10 minutes of session time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session. You will have additional time if you need it.

Actively proctor while students are testing.

When the Session Time is finished,

SAY Stop working and close your Test Booklet and Answer Document. If you have not completed all of the questions and would like more time to work on the test, you may have additional time. If you have completed testing, raise your hand and I will direct you to complete the survey at the end of your Answer Document.

If one or more students need additional time,

SAY If you need more time, please sit quietly while I give further instructions, but do not continue testing until I tell you to do so.

For any students who have completed testing,

SAY Turn the page of your Answer Document to the survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper and testing tools.

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

OPTION A After you have completed the survey and I have collected your test materials, sit quietly until the session has ended.

OPTION B After you have completed the survey and I have collected your test materials, I will dismiss you.

OPTION C After you have completed the survey and I have collected your test materials, you may read a recreational book or other allowable materials.

Erase the starting time, stopping time, and additional time from the lines of the timing box on the board.

SAY If you need more time, you will have an additional (read number of minutes from the Additional Time line in the timing box on the board) to complete this session.

When you have finished and have reviewed your answers, close your Test Booklet and turn the page in your Answer Document to complete the survey.

Once you have completed the survey, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper and testing tools.

You may begin working.

Write the new starting and stopping times on the correct lines of the timing box on the board.

Actively proctor while students are testing.

Collect Test Booklets, Answer Documents, scratch paper, and testing tools from students who have completed testing. Make sure each student has written his or her name on his or her scratch paper. As students finish and you have collected the test materials remind them they can follow the state/local policy. Test Administrators should use their discretion to be the least disruptive as possible. For example, if your state/local policy allows Option B (dismiss students) you may want to dismiss students in 10 minute increments.

When 10 minutes of Additional Time remain, write “10 minutes” on the Time Remaining line of the timing box on the board. Then,

SAY You have 10 minutes remaining. Make sure you have answered all questions in this session.

Actively proctor while students are testing.

When the Additional Time is finished,

SAY Stop working. Close your Test Booklets and Answer Documents.

You have completed Session 2 of the PARCC Mathematics assessment.

Open your Answer Document to the Survey session for the PARCC Mathematics Field Test. Your feedback is important for future development of the PARCC Assessments. Please take the time to answer all questions within the survey.

You will have 10 minutes to complete the survey questions.

Once you have completed the survey questions, close your Answer Document and raise your hand. I will then collect your Test Booklet, Answer Document, scratch paper and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools from students. Make sure each student has written his or her name on his or her scratch paper.

If students are still completing the survey after 10 minutes,

SAY Close your Answer Documents. I will now collect your Test Booklets, Answer Documents, scratch paper and testing tools.

Collect Test Booklets, Answer Documents, scratch paper and testing tools. Make sure each student has written his or her name on his or her scratch paper.

- Make sure each student returns his or her Test Booklet, Answer Document, scratch paper and testing tools.
- Report any missing or damaged test materials to your School Test Coordinator immediately.
- Return all test materials to your School Test Coordinator.

4.2 Tasks for Test Administrators after Testing

This section describes activities the Test Administrators must complete after testing.

4.2.1 Return Materials to the School Test Coordinator

Upon returning test materials to School Test Coordinator make sure that each student has written his or her name on his or her Test Booklet and/or Answer Document. The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manuals*
- Test Booklets
- Answer Documents
- Vendor-supplied Mathematics Reference Sheets, rulers, and protractors (if applicable)
- Used and unused scratch paper

Collect Large Print scorable documents from students, as applicable. In the presence of another Test Administrator or School Test Coordinator, transcribe the student responses verbatim into a standard, scorable Test Booklet or Answer Document. Then return all materials to the School Test Coordinator. Refer to Guidelines for Transcribing Student Responses (paper-based testing only) in **Appendix D**.

4.2.2 Complete Test Administrator Survey

Go to <https://www.surveymonkey.com/s/3ZJSXH3> and complete the PARCC Test Administrator survey after administration is complete. Note: If a Test Administrator is administering both the PBA and the EOY, he or she should complete the survey after the EOY administration. Although not required, participation is strongly encouraged. Information from this survey will be summarized and used to inform future PARCC testing efforts. Please provide meaningful feedback that can be used to inform future PARCC testing policies, procedures, and practices. Test Administrators are encouraged to review the survey questions prior to administration of the Field Test. The *Test Administrator Survey* will be posted in mid-March 2014 at parcc.pearson.com/support under the Manuals and Documents tab.

Appendix A

Security Agreement

PARCC Spring 2014 PARCC Field Test Security Agreement

The content of the PARCC Field Test is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the PARCC Field Test or have access to test materials, including technology coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in an investigation that leads to sanctions including employment and licensure consequences, according to your state policies.

For School Test Coordinators

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

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

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

For Test Administrators and Proctors

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

First Name (print)

Last Name (print)

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

Signature

Date

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

The signed agreement must be maintained by the school at least three years, unless otherwise directed by your state policy. Do **not** send to PARCC. Do **not** send to Pearson.

Appendix B

Glossary of PARCC-Specific Terminology

Glossary of PARCC-Specific Terminology

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, 504 Plan, or EL Plan. For more information on PARCC accommodations, go to: http://www.parcconline.org/accessibility-accommodations-and-fairness
Educators	All education professionals and paraprofessionals working in participating schools (as defined in this document), including principals or other heads of a school, teachers, other professional instructional staff (e.g., staff involved in curriculum development, staff development, or operating library, media and computer centers), pupil support services staff (e.g., guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g., assistant principals, discipline specialists), and paraprofessionals (e.g., assistant teachers, instructional aides).
Examiner/Proctor	See Test Administrator and Proctor.
IEP, 504 Plan, or EL Plan	<p>IEP refers to Individualized Education Program. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>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.</p> <p>An EL Plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
Local Education Agency (LEA)	Local Education Agency (LEA) is a commonly used synonym for a school district or entity which operates local public primary and secondary schools. As defined in ESEA and the U.S. Department of Education, a LEA is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
LEA/District Test Coordinator	LEA /District Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator.
Principal or Designee	See School Test Coordinator.
Proctor	Individual who may be called upon to help monitor assessment administration. This individual must be a school employee, but does not need to be a certified education professional. States may also have roles such as Test Assistant. For the purpose of this manual, the term Proctor is used.

Term	Definition
School Test Coordinator	<p>Individual at the school level responsible for the overall coordination of the test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating the test administration at his or her school, with responsibilities that include the following:</p> <ul style="list-style-type: none"> • Development and management of the overall test administration schedule • Oversight, training, and instruction of all other individuals authorized to be involved in test administration—including Technology Coordinators, Test Administrators, and Proctors—in test security and administration protocols prior to testing. • Receiving test materials, additional test materials, and accommodated test materials, as necessary • Collecting signed Security Agreements from all individuals involved in test administration and providing copies of administration forms, as needed, to the LEA Test Coordinator. • Monitoring and controlling security of all secure test materials.
Security Agreement	<p>An agreement read, acknowledged, and signed by all staff involved in the administration of the PARCC Field Test (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, and Proctors). Schools and LEAs must maintain electronic copies of all signed Security Agreements. Schools and LEAs may also choose to retain physical copies of Security Agreements although they are not required. Refer to Appendix H to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.</p>
Session	<p>The PARCC Field Test is comprised of test sessions. Each session is specific to grade and subject area with a set administration time. The tables in Sections 1.6.5 and 1.6.6 of this manual provide session details.</p>
Student Subgroup	<p>Each category of students identified under ESEA section 1111(b)(2)(C)(v) (II). Examples include students with disabilities (SWDs), English Language Learners (EL s) or racial and ethnic categories (e.g., Asian or Hispanic, respectively).</p>
Test Administrator	<p>Individual(s) at the school ultimately responsible for administering the assessment. Test Administrators must be certified education professionals. States may also have roles such as Test Examiner or Test Proctor. For the purpose of this manual, the term Test Administrator is used.</p>
Test Assistant	<p>See Proctor.</p>
Test Examiner	<p>See Test Administrator.</p>
Testing Irregularity	<p>An instance or activity during testing that affects the integrity or security of the PARCC Field Test and must be reported to the principal or designee immediately. Examples of testing irregularities are outlined in Section 2.0.</p>

Appendix C

Test Administrator Checklist

Test Administrator Checklist

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

Test Administrator Checklist For Paper-Based Testing

Before Testing

- Meet with School Test Coordinator to discuss test security and administration protocols and plans, and review day of test activities
- Review policies and instructions for test administration in both *Test Coordinator Manual* and *Test Administrator Manual*
- Review all accommodations to be provided and develop a plan to monitor their use
- Sign the Security Agreement and submit it to the School Test Coordinator
- Complete recommended training
- Assemble a sufficient supply of No. 2 pencils and scratch paper for student use
- Prepare the testing environment
- Receive test materials from School Test Coordinator and track receipt using the Security Checklist (and/or any other equivalent materials tracking logs used by your school)

During Testing

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

After Testing

- Collect test materials from students and track their return on the Security Checklist (and/or any other equivalent materials tracking logs used by your school)
- Report accommodations usage to the School Test Coordinator
- Complete the Test Administrator Survey

Appendix D

Testing Procedures for Administering Accessibility Features and Accommodations

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

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

Relevant Appendices from the PARCC Accessibility Features and Accommodations Manual

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

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

For a complete list of accessibility features and accommodations available for the PARCC Field Test, please see guidance on PARCC Online.

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

Refusal of Accommodations

If a student refuses an accommodation listed in his or her approved IEP, his or her 504 Plan, or his or her EL Plan (if applicable), the school must document in writing that the student refused the accommodation. However, the accommodation must be offered and remain available to the student during the test administration. This form must be completed and placed in the student’s assessment file. Also, on the day of the student’s refusal of an accommodation, a copy of the completed form must be sent home to the parent. The School Test Coordinators should work with Test Administrators to determine who else should be informed of the student’s refusal of the accommodation. In addition, the IEP, 504 Plan, or EL team (if applicable) may want to consider discussing this issue at the student’s next meeting. Refer to **Appendix H** of the *PARCC Accessibility Features and Accommodations Manual*.

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, an emergency accommodation form must be completed and submitted to the appropriate state agency staff for approval. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the PARCC Field Test window (e.g., a student breaks his or her arm and needs a scribe). If the School Test Coordinator determines that a student requires an emergency accommodation, a Student Emergency Accommodation form must be completed and submitted to the appropriate state agency staff for approval. A copy of this form must be filed in the student’s assessment records and a copy must be retained at the state level. Refer to in **Appendix G** of the *PARCC Accessibility Features and Accommodations Manual*.

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

Unique Accommodations

Students may require additional accommodations that are not available in the *PARCC Accessibility Features and Accommodations Manual*. PARCC states will review requests for unique accommodations in their respective states on an individual basis and provide approval only if they determine that the accommodation will result in a valid score for the student using comparable guidelines across PARCC states. In the *PARCC Accessibility Features and Accommodations Manual*, refer to **Appendix F**.

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

COMPUTER-BASED ACCESSIBILITY FEATURES AND EMBEDDED ACCOMMODATIONS AVAILABLE FOR FIELD TEST

During the administration of the PARCC Field Test, some accessibility features and accommodations will not be available due to ongoing development and research that is required to ensure that all accessibility features and accommodations provide a valid reflection of what students know and can do. In addition, some specific accessibility features and accommodations may not be available on specific devices such as Chromebooks, and Android and Linux devices. All devices and accessibility features will be available for all operating systems defined in the PARCC Technology Guidelines (<http://www.parcconline.org/technology>) for the 2014–2015 operational assessments.

The following chart summarizes which computer-delivered accessibility features and accommodations will be supported for the PARCC Field Test versus the 2014–2015 Operational Assessment. Please note, this document only addresses accessibility features and accommodations that will be built into the computer-based delivery platform. Additional information related to the accommodations for paper-and-pencil forms can be found in Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-and-Pencil PARCC Assessments

Additional guidance on assistive technology for hardware devices that are compatible with TestNav 8 for the field test will be provided December 2013.

More detailed information about PARCC accessibility can be found in the *PARCC Accessibility Features and Accommodations Manual* (<http://www.parcconline.org/parcc-draft-accommodations-manual>).

Table 1: Accessibility Features for All Students

Support	Mode	Available for Field Testing 2014
Answer Masking	Computer-based	Yes* EOY ELA: Grades 3, 5, 8, 11 Math: Grades 4, 7, Algebra I and Geometry
Audio Amplification	Device dependent	Yes
Background/Font Color (Color Contrast)  Black on Cream	Computer-based	Yes* PBA/EOY

Support	Mode	Available for Field Testing 2014
<p> Black on Light Blue</p> <p> Black on Light Magenta</p> <p> White on Black</p> <p> Light Blue on Dark Blue</p>		<p>ELA: Grades 3, 5, 8, 11</p> <p>Math: Grades 4, 7, Algebra I and Geometry</p>
Blank Paper	School provided	Yes
Eliminate Answer Choices	Computer-based	Yes
Flag Items for Review	Computer-based	Yes
General Administration Directions Clarified	By Test Administrator	Yes
General Administration Directions Read Aloud and Repeated as Needed	By Test Administrator	Yes
General Masking	Computer-based	No*
Highlight Tool	Computer-based	Yes
Headphones or Noise Buffers	School provided	Yes
Line Reader Tool	Computer-based	Yes
<p>Magnification/Enlargement</p> <p>Students using tablets will use pinch/zoom to increase font size or graphics.</p> <p>Students using PCs and laptop would use a keyboard to increase font size and graphics.</p> <p>Device zoom will support magnification of the entire window up to the maximum magnification level available</p>	Computer-based	Yes

Support	Mode	Available for Field Testing 2014
<p>for the browser being used.</p> <p>Browser magnification limits are as follows: Chrome: 500% IE: 1000% Firefox: 300% iOS: 400%</p> <p>Enlargement Device A magnification glass tool is also available to enlarges text and graphics up to 200%</p>		
NotePad	Computer-based	No
Pop-up Glossary	Computer-based	Yes
Redirect Student to the Test	By Test Administrator	Yes
Spell Checker	External Device	Yes
Text-to-Speech for the Mathematics Assessments	Computer-based A human reader can be provided for a grade level that is not available for field test	Yes* PBA/EOY Grades 4, 7, Algebra I
Writing Tools (cut and paste, copy, underline, bold, and insert bullets)	Computer-based	Yes

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

Table 2: Presentation Accommodations for Students with Disabilities



Accommodation	Mode	Available for Field Testing 2014
Additional Assistive Technology	External Device	Yes PARCC states will be notified regarding what assistive technology devices can be used.
Braille Edition of ELA/Literacy and Mathematics Assessments	Hard-copy braille tests for ELA/Literacy and Mathematics Refreshable braille displays for ELA/Literacy only	No
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Computer-Based	No
Descriptive Video	Computer-Based	No
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments	Paper	Yes
Tactile Graphics	Computer-Based	No
Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages	Computer-Based (<i>Text-to-Speech</i>)	Yes (ELA/Literacy PBA & EOY in Grades 5, 8, 11)
	Computer-Based (<i>Video of Human Interpreter</i>)	No
	By Test Administrator (<i>Human Reader if grade level not available for field test</i>)	Yes
	By Test Administrator	Yes

Accommodation	Mode	Available for Field Testing 2014
	<i>(Human Interpreter)</i>	
ASL Video or Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing	Computer-Based (<i>ASL Video</i>)	No
	By Test Administrator <i>(Human Interpreter)</i>	Yes
ASL Video or Human Interpreter of Test Directions for a Student Who is Deaf or Hard of Hearing	Computer-Based (<i>ASL Video</i>)	No
	By Test Administrator <i>(Human Interpreter)</i>	Yes

Table 3: Response Accommodations for Students with Disabilities



Accommodation	Mode	Available for Field Testing 2014
Additional Assistive Technology	External device	Yes PARCC states will be notified regarding what assistive technology devices can be used.
Braille Note-taker	Computer-Based	No
Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)	External device	Yes
Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments	By Test Administrator <i>(Scribing)</i>	Yes
	External Device (<i>Speech-to-Text</i>)	Yes
Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language	By Test Administrator <i>(Scribing)</i>	Yes

Accommodation	Mode	Available for Field Testing 2014
Arts/Literacy Assessments	External Device (<i>Speech-to-Text</i>)	Yes
Word prediction on the ELA/Literacy Performance-Based Assessment	External Device	Yes

Table 4: Timing and Scheduling Accommodation for Students with Disabilities

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

Table 5: Accommodations for English learners

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

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

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

Procedures for Human Readers Providing the Read-Aloud Accommodation

1. Readers must be trained locally for each assessment, as indicated in the PARCC Test Administration Manual (TAM). Readers must sign a PARCC Security Agreement.
2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen), without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation and without vocal inflection. Readers should be provided a copy of the test and the examiner's directions no more than one day prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Readers must refer to the *PARCC English Language Arts/Literacy Audio Style Guide* and/or the *PARCC Mathematics Audio Style Guides*, available at <http://parconline.org/parcc-accessibility-features-and-accommodations-manual> and provided in Appendices I and J, to ensure consistency in how items are read.
5. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
6. Readers may repeat passages and test items, as requested, according to the needs of the student. Readers should not rush through the test and may ask the student if they are ready to move to the next item.
7. Readers should not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
8. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

9. Readers must be familiar with the student’s Individualized Education Program (IEP) or 504 Plan, and should know in advance which accommodations are required by the student. In addition, educational teams must also consider if a student has the accessibility feature for the mathematics assessment. The student may require all or part of the test to be read aloud, depending on what is listed in the student’s plan.
10. Readers must recognize that students may require additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, abacus, Braille, slate, stylus, etc.
11. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
12. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, the reader must spell the word after pronouncing it.
13. Readers must spell any words requested by the student.
14. When reading passages, readers must be alert to punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated. Readers may read all or part of the passage, question, response option, etc. as often as the student requests.
15. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, “Question X refers to the following lines...,” then read the lines to the student, followed by question X and the response options.
16. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
17. If a reader is also scribing the student’s responses, or if another adult will scribe, and the student designates a response choice by letter only (“D,” for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.
18. If the student chooses an answer before the reader has read all the answer choices, the human reader must ask if the student wants the other response options to be read.
19. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: “Do you want me to read the question or any part of it again?” When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

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

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

The following procedures must be followed:

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

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

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

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

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

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

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

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

- Mathematics;
- English Language Arts/Literacy assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items (but **not** Prose Constructed Response items),
- English Language Arts/Literacy Assessments for Prose Constructed Responses.

Note: For this accommodation, refer to guidelines in the PARCC Accessibility Features and Accommodations Manual

Qualifications for the Scribe

Individuals who provide the scribe accommodation to a student must:

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

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

Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation to only one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must produce legible text, if transcribing into a test book.
- The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student’s responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record or draft the draft response or outline exactly as dictated without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student’s response before the date of the assessment. During testing, the student may dictate constructed responses either:
 1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
 2. Into a speech-to-text converter (e.g., voice recognition software, etc.), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or unto a paper-based Test Book/Answer Document). A student must be given the opportunity to review his or her responses before they are finalized into the online testing platform or paper-based Test Book/Answer Document.
- When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student’s response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.

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

Capitalization and Punctuation

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

1. **After dictation:** The student can dictate the entire response at one time. The scribe will write/type the response *without* capitalization and punctuation. When the student is done dictating, the scribe will present the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
2. **During dictation:** The student may add capitalization and punctuate as he/she dictates.
 - a. For example, when stating the sentence “The fox ran.” the student will say, “Capital T, the fox ran, period”

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

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

Rules for Capitalization

The *scribe can automatically capitalize* in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write “The fox ran. The fox jumped.”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

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

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write “The fox ran the fox jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc).

Scribe Parameters During the Assessment

The following scribing practices are **acceptable**:

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

The following scribing practices are **unacceptable**:

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

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

- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of *classifiers*. Classifiers give descriptive information about a noun or verb such as location and kind.

- The interpreter will interpret the student response into written English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student.

All other acceptable scribing practices must be followed.

Guidelines for Transcribing Student Responses (paper-based testing only)

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

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

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

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

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

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

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

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

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

What is the Extended Time Accommodation?

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

Who can benefit from the Extended Time Accommodation?

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:

- to process written text (e.g., for a student who processes information slowly or has a human reader)
- to write (e.g., for a student with limited dexterity)
- to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe)
- for a student who needs frequent breaks that may extend the time needed to complete testing.

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

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

Planning and Logistics for Administering the Extended Time Accommodation

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

Procedure for Ending the Extended Time Accommodation with Students

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



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

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

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

Name of principal/designee or District/LEA District Assessment Coordinator:		
School Name:	Telephone Number:	
District/LEA Name:	Fax Number:	
Signature:	Email:	
Name:	Student ID Number:	
Grade:	DOB:	
Indicate type of plan: <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> English Learner Plan <input type="checkbox"/> English Learner, without an English Learner Plan		
PARCC Test Administration		
For which PARCC assessment are you seeking approval to use the unique accommodation:		
Provide a brief description of the accommodation for which you are requesting approval:		
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments:		
Describe the planning needed for provision of this accommodation on PARCC tests (e.g., school staff, space, and/or specialized tools or equipment needed):		

In submitting this form to your state for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student’s IEP, 504 Plan, and if required by the PARCC member state, an EL Plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- The proposed accommodation is used, as appropriate, for routine class instruction and assessment.

For State (SEA) Use Only: Approval/Denial of Request (*This completed section will be returned to your school prior to testing.*)

This request has been approved.

This request has been denied.

State Staff Name and Position:

Signature:

Date:

Use of an Emergency Accommodation on a PARCC Assessment
(listed as Appendix G on PARCC Online)

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the PARCC test, this form must be completed and maintained in the student's assessment file. No state approval is required for emergency accommodations. If required by your PARCC member state, please consult with the district office for approval. **The parent must be notified that an emergency accommodation was provided.** If appropriate, this form may also be submitted to the district assessment coordinator to be retained in the student's central office file.

District: _____

School Name: _____

Student Name: _____

SASID#: _____

Grade: _____

Name and Title of Person Completing this Form:

Staff Member's Name

Title/Position

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

Describe what the testing accommodation will be:

Who will administer the accommodation? _____

Staff Member's Name

Title/Position

Principal Signature

Date

Local Accountability Coordinator Signature
(if appropriate or required)

Date

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

If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 Plan, or if required by the PARCC member state, an English Learner Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student's file and a copy sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others should be informed when a student refuses an accommodation documented in an IEP, 504 Plan or if required by the PARCC member state, an English Learner Plan.

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

Reason for refusal: _____	

Comments:	

Student's Signature (optional): _____

Signature of Test Administrator: _____

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

Appendix E

State-by-State Addendum

Arkansas

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals but must be trained in test security, administration policies, and procedures.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal may conduct observation visits PARCC, Inc. may conduct observation visits, but must be arranged through state and LEA prior to observation.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	<p>School Test Coordinator calls District Test Coordinator immediately upon discovering testing irregularity/security breach. District Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i>, to District Test Coordinator within two school days. The District Test Coordinator submits the form to the state.</p>
State-specific Requirements for Maintaining Security Agreements	<p>The signed agreements (electronic or physical) must be maintained by the school for three years or longer per district policy or auditor requirements. A copy (either paper or electronic) of each agreement must be submitted to the District Test Coordinator. While not required, individuals may also maintain a copy of this agreement for their records.</p>
State-specific Shipping Procedures for Paper-Based Materials	<p>Test materials are shipped to the district and then distributed to schools. Each School Test Coordinator must return test materials to the district. The District Test Coordinator must contact UPS directly to schedule "Return Service" pickup.</p>
State-specific Steps for Collecting Missing/Damaged Materials Forms	<p>School calls District Test Coordinator immediately upon discovering missing and/or damaged materials. District Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i>, to District Test Coordinator. District Test Coordinator contacts state.</p>
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> Recreational books (subject matter of recreational books must be unrelated to content being assessed) Textbooks for subjects other than the one being tested Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>Local decision (school or district) from options below.</p> <ul style="list-style-type: none"> After student has checked his or her work, the student must sit quietly until the session has ended. After student has checked his or her work, the Test Administrator dismisses the student. After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Arizona

AZ

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators do not need to be a certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be a certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for six years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> Recreational books (subject matter of recreational books must be unrelated to content being assessed) Textbooks for subjects other than the one being tested Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed) Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) Pens or colored pencils
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>Local decision (school or district) from options below.</p> <ol style="list-style-type: none"> a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Colorado

CO

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> • School Test Coordinators do not need to be certified education professionals. (STCs do need to be district/school employees). • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> • State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits, if state and LEA notified in advance.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> • Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. <ul style="list-style-type: none"> • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

District of Columbia

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals, but all proctors must be trained in test administration procedures by authorized personnel at the LEA. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> Monitors from OSSE may conduct observation visits. PARCC, Inc. may conduct observation visits, but must be arranged through state and LEA prior to observation.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach, as aligned to the DC Test Integrity Guidelines. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. LEAs must also submit Security Agreements to the State, as aligned to the DC Test Integrity Guidelines.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials, as aligned to the DC Test Integrity Guidelines. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> Recreational books (subject matter of recreational books must be unrelated to content being assessed) Pens or colored pencils <p>As aligned to the DC Test Integrity Guidelines; testing materials must be collected by Test Administrator prior to student having these materials.</p>
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>Local decision (school or district) from options below.</p> <ol style="list-style-type: none"> a) After student has checked his or her work, the Test Administrator dismisses the student. b) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above). <p>As aligned to the DC Test Integrity Guidelines; testing materials must be collected by Test Administrator prior to students having access to a recreational book.</p>

DC

Illinois

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal may conduct observation visits. PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to Appendix H) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls state immediately upon discovering missing and/or damaged materials and then submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to state. The School Test Coordinator should also keep the LEA informed.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	After student has checked his or her work, the student may sit quietly and read a recreational book.

Louisiana

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals. Proctors may not administer accommodations.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal, or principal’s designee, may conduct observation visits. PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	After student has checked his or her work, the student may sit quietly and read a recreational book.



Maryland

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<p>School Test Coordinators must be certified education professionals.</p> <ul style="list-style-type: none"> ✓ State-certified academic classroom teachers ✓ Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs ✓ State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education ✓ State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (<i>other than the Principal</i>) <p>Schools that use the principal as the STC must complete a waiver which is to be sent to the state Security Officer for approval. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.</p>
State-specific Policies for Observation Visits	<p>MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor’s visit. All monitors will follow local procedures for reporting to the school’s main office and signing the school’s visitor log. Monitors will also sign Security Agreement form as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Curriculum, Assessment, and Accountability giving authorization to monitor testing. LEAs that permit central office personnel to make observations during PARCC testing must train personnel involved on proper test security procedures and have all personnel sign a Security Agreement.</p> <p>PARCC, Inc. may conduct observation visits. If a PARCC, Inc. representative is coming to Maryland to observe, the representative must contact MSDE in order to obtain a letter of introduction from the Maryland State Superintendent of Schools.</p>
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	<p>School Test Coordinator calls LAC immediately upon discovering testing irregularity/ security breach. LAC contacts the state immediately upon receiving call when a Category 2 infraction has occurred. The School Test Coordinator submits Testing Irregularity/ Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i>, to LEA Test Coordinator within two school days. The LAC submits the form to the state when a Category 2 infraction has occurred.</p>
State-specific Requirements for Maintaining Security Agreements	<ul style="list-style-type: none"> • The signed agreements (electronic or physical) must be maintained by the school for six years and a copy (either paper or electronic) of each agreement must be submitted to the LAC (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. • The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	<p>Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.</p>
State-specific Steps for Collecting Missing/Damaged Materials Forms	<p>School calls LAC immediately upon discovering missing and/or damaged materials. LAC contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i>, to LAC. LAC contacts state.</p>

Issue	State Policy
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. <ul style="list-style-type: none"> a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.

Massachusetts

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators do not need to be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal may conduct observation visits. PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to Appendix H) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls state immediately upon discovering missing and/or damaged materials and then submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to state. The School Test Coordinator should also keep the LEA informed.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> Recreational books (subject matter of recreational books must be unrelated to content being assessed) Textbooks for subjects other than the one being tested Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed) Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) Pens or colored pencils
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. <ol style="list-style-type: none"> a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Mississippi

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA Central Office Staff (i.e. District Test Coordinator) may conduct observation visits. PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. <ol style="list-style-type: none"> a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.

MS

New Jersey

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators must be certified education professionals. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office may conduct observation visits. LEA may conduct observation visits. Principal may conduct observation visits. PARCC, Inc. may conduct observations visits only when accompanied by State Assessment Office representatives.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School Test Coordinator calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed).
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	After the student has checked his or her work, the Test Administrator, at his/her discretion may dismiss the student, if it is feasible to do so, or that student may be permitted to read silently a recreational book.

New Mexico

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators shall be appointed by the superintendent; trained by the District Test Coordinator. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals. Only Proctors may administer one-on-one accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	State monitors check for compliance with general testing procedures including TA and Proctor trainings, test administration, test security, records of accommodations, non-disclosure statements, etc. Advance notice is at the discretion of the state. PARCC, Inc. may conduct observation visits. LEAs will be given advanced notice of any observations.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School district personnel or someone suspecting an irregularity should promptly report the irregularity to the district test coordinator. Notification to the state shall be made within three (3) days of learning of the suspected irregularity to Assessment and Evaluation Bureau of the PED. The District Test Coordinator shall submit a written report to the Assessment and Evaluation Bureau of the PED that contains the allegation(s), his/her findings and corrective action taken, if any.
State-specific Requirements for Maintaining Security Agreements	The security agreement must be kept on file in the district/school as an assurance of the reviewer’s agreement to nondisclosure for a period of 5 years.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the district and then distributed to schools. Each School Test Coordinator must return test materials to the district. The District Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls District Test Coordinator immediately upon discovering missing and/or damaged materials. District Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to District Test Coordinator. District Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Recreational books (subject matter of recreational books must be unrelated to content being assessed); no electronic books are allowed
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected)	Local decision (school or district) from options below. <ol style="list-style-type: none"> a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and read a recreational book.



New York

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> • School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> • State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	<p>The School Test Coordinator must call the PARCC state assessment office (refer to Appendix H Contact Information) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, found in Appendix B of the <i>Test Coordinator Manual</i>, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.</p> <p>In addition, if the testing irregularity or breach includes possible testing misconduct by educators (teaching personnel and administrators), the incident must also be reported to the New York State Education Department’s Test Security Unit through the submission of the online Incident Report Form available at http://www.forms2.nysed.gov/ohe/tsei/irf.cfm. Reporting parties should complete all portions of the Incident Report Form with clear, accurate information, and should provide contact information in the event that follow up is necessary.</p>
State-specific Requirements for Maintaining Security Agreements	<p>The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.</p>
State-specific Shipping Procedures for Paper-Based Materials	<p>Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.</p>
State-specific Steps for Collecting Missing/Damaged Materials Forms	<p>School calls state immediately upon discovering missing and/or damaged materials and then submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i>, to state. The School Test Coordinator should also keep the LEA informed.</p>
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>At the discretion of the Test Administrator:</p> <ul style="list-style-type: none"> • Recreational books (subject matter of recreational books must be unrelated to content being assessed), or • Textbooks for subjects other than the one being tested, or • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>After the student has checked his or her work, the Test Administrator, at his/her discretion may dismiss the student, if it is feasible to do so, or that student may be permitted to use allowable materials (refer to list above).</p>

Ohio

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators do not need to be certified education professionals. Test Administrators must be employees of the district and hold current, valid licenses, certificates, or permits issued by the Ohio Department of Education. In Ohio, paraprofessionals and instructional aides who hold a permit issued by the Ohio Department of Education and are employees of the district/school may serve as a Test Administrator. Proctors do not need to be certified education professionals. Parents of students taking a test are not allowed to serve as a proctor.
State-specific Policies for Observation Visits	Only authorized persons are permitted in the testing room. The LEA will determine which persons are authorized.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state. Anyone may report to the state a security violation or test irregularity, for example a private citizen; however, it is recommended that the procedure outlined above is followed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the district/school (LEA Test Coordinator) for three years. While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The vendor schedules an automatic pickup. In Ohio, the District Test Coordinator is the LEA.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	LEA determines policy on allowing "silent work" to be taken out only after all secure materials have been collected for an individual student. Silent work may not be the same subject being tested.
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. <ul style="list-style-type: none"> After student has checked his or her work, the Test Administrator dismisses the student. After student has checked his or her work, the student may sit quietly and take out his or her silent work.

Rhode Island

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> • School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals; however, proctors do need to be school employees (e.g. not parent volunteers).
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> • State Assessment Office may conduct observation visits. • Local Education Agency (LEA) may conduct observation visits. • Principal/School Test Coordinator may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in Appendix B of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school submits Missing/Damaged Materials form, available in Appendix D of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator contacts state.
State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> • Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>Local decision (school or district) from options below.</p> <ul style="list-style-type: none"> • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Tennessee

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	<ul style="list-style-type: none"> School Test Coordinators do not need to be certified education professionals; however, they must be school employees. Test Administrators must be certified education professionals. Proctors do not need to be certified education professionals; however, if volunteers are used, they may not proctor a room with a family member as a student. Additionally, they may not handle secure test materials. Proctors and/or teacher’s aides may administer accommodations, provided they are school or district employees and receive training prior to administration. Proctors must always be under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	<ul style="list-style-type: none"> State Assessment Office and/or CORE Offices may conduct observation visits. PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator completes an RI for potential Security Breach through EdTools within two school days. The LEA Test Coordinator reviews and submits to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	School calls LEA Test Coordinator immediately upon discovering missing and/or damaged materials. LEA Test Coordinator contacts the state. The school completes an RI for Inactive Test Materials through EdTools. The LEA Test Coordinator reviews and submits to the state.
State-specific Materials Allowed ONLY AFTER a Student Has Completed Testing (more than one option may apply)	<p>The following materials may be allowed at LEA discretion:</p> <ul style="list-style-type: none"> Recreational books (subject matter of recreational books must be unrelated to content being assessed) Textbooks for subjects other than the one being tested Pamphlets, magazines, or periodicals Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) Pens or colored pencils
State-specific Instructions for Students AFTER Testing is Complete (applies ONLY AFTER initial Session Time)	<p>The following may be allowed at LEA discretion:</p> <ul style="list-style-type: none"> After student has checked his or her work, the student must sit quietly until the session has ended. After student has checked his or her work, the Test Administrator dismisses the student. After student has checked his or her work, the student may sit quietly and read a recreational book.

Appendix F

Signs

PARCC

TESTING

Please
Do Not Disturb

Test Direction Symbols in Test Booklets

GO ON ►



DO NOT GO ON

Appendix G

PearsonAccess User Roles and Permissions

PearsonAccess User Roles and Permissions

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

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

Appendix H

Contact Information

Contact Information

PARCC State Contacts

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

State/Territory	Telephone	Email	Fax
Arizona	602-542-5031	PARCC@azed.gov	602-542-5467
Arkansas	501-682-4558	PARCC@Arkansas.gov	501-682-4886
Colorado	303-866-6849	boyd_s@cde.state.co.us	303-866-6680
District of Columbia	202-535-2651	osse.assessment@dc.gov	—
Illinois	866-317-6034	dfrederk@isbe.net	217-782-6097
Louisiana	225-342-3412	assessment@la.gov	225-342-1136
Maryland	410-767-0083	PARCC@msde.state.md.us	410-333-0052
Massachusetts	781-338-3625	parcc@doe.mass.edu	781-338-3630
Mississippi	601-359-3052	osa@mde.k12.ms.us	601-359-2471
New Jersey	Elementary (grades 3-5): 609-341-3456 Middle (grades 6-8): 609-777-2087 High School: 609-292-8739	Elementary (grades 3-5): orlando.vadel@doe.state.nj.us Middle (grades 6-8): timothy.steele-dadzie@doe.state.nj.us High School: veronica.orsi@doe.state.nj.us	609-984-6032 or 4942
New Mexico	505-827-5861	nm.parcc@state.nm.us	505-827-6689
New York	518-474-5902	parcc@mail.nysed.gov	518-474-1989
Ohio	614-466-1317	—	614-995-5568
Rhode Island	401-222-8494	parcc@ride.ri.gov	401-222-3605
Tennessee	615-741-0720	tned.assessment@tn.gov	—

PARCC Support Center

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

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



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