Test Coordinator Manual
For Paper-Based Testing

PARCC

Partnership for Assessment of
Readiness for College and Careers

Spring 2014

Field Test

English Language Arts/Literacy and Mathematics

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

Grades 3–8 and High School

PARCC

PARCC Field Test Administration Windows

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

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

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

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

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

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1.0 Program Overview

1.1 Background

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

1.2 PARCC Field Test Overview

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

The PARCC Field Test will include two separate test administration windows. Each is considered a "component" for the purpose of this manual. The first window will be for administration of the Performance-Based Assessment (PBA) component. 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 for LEAs and School Test Coordinators to coordinate all paper-based versions of the PARCC Field Test. (Test Administrators will read scripts and other instructions from the *Test Administrator Manual*.) There are separate manuals for the computer-based and paper-based test administrations.

This manual contains the protocols that all school staff must follow related to test security and test administration as well as the tasks for the School Test Coordinator to follow before, during, and after the Field Test administration. There are many instances where policies and procedures are state-specific. Refer to **Appendix H** for specific policies and procedures for your state.

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 computer-based and paper-based formats of the PARCC Field Test. PearsonAccess requires username and password setup. More information about set-up 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 computer-based and paper-based administrations, secure materials also refer to Mathematics Reference Sheets written on by students and scratch paper written on by students. School Test Coordinators must return Test Booklets and Answer Documents to the vendor after testing is completed. After testing is completed, School Test Coordinators must securely destroy Mathematics Reference Sheets written on by students and scratch paper written on by students by shredding the materials.

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

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

1.5 Roles of Individuals

Local Education Agency (LEA) Test Coordinator is the one individual at the LEA/district level who is responsible for the overall coordination of 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, 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 H** 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 H** 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 H** 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 Field Test. However, he or she cannot serve as a Test Administrator for his or her child. Nor can he or she be present in the room where his or her child is testing.

1.6 PARCC Field Test Policies on Scheduling and Testing Time

1.6.1 Administration Dates

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

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

Each Field Test session (i.e., Session 1, Session 2, Literature Analysis Session, Research 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. Test sessions must be administered in order. School Test Coordinators should schedule sessions at their schools on regular school days (i.e., not early dismissal days) during these windows, so that students have sufficient time for testing. Individual test sessions are not to be completed over 2 or more days. Schools should take into account breaks between test sessions.

1.6.2 Make-up Testing

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

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

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

Students are not allowed to return to any portion of the test they have already completed. They must pick up exactly where they left off. Test sessions must be administered in order. 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 listed in Table 1.0 (note that they vary by content area, component, and grade level). In planning the school Field Test administration schedule, School Test Coordinators should plan for the Total Field Test Administration Time for each session.

The Total Field Test Administration Time includes the following two pieces:

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

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

Task	Time to be Allotted for 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 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 needed 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 H** 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 session.

Students may be allowed extended time accommodations beyond the total administration time **only if** listed in his or her 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 H**. 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 3.1.6. of this manual.

1.6.5 ELA/Literacy—Total Field Test Administration Time

The Field Test administration times shown in Tables 1.1–1.3 include estimated times that a student will need to complete each test component (listed as Session Time) plus a set amount of additional time allowed (for all students who need it) to complete the session. Schools **must** schedule sessions based on the Total Field Test Administration Time—thereby offering additional time allowed to 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 H** for your state's policy about what students may do if they complete a session early.

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

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

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

		PBA			EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA			EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA			EOY	
Grade(s)	**Administration Time (in minutes)**	**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 H** 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 must be given additional time up to the maximum time. Once the Total Field Test Administration Time has been reached the test session must end.

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

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

		PBA		EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA		EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA		EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA		EOY	
Grade(s)	**Administration Time (in minutes)**	**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

		PBA		EOY	
Grade(s)	**Administration Time (in minutes)**	**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.

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

Students may not have access to 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 H**. 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 copies of signed Security Agreements.

2.2 Security Plan

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

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

2.3 Requirements for Maintaining the Security of Test Materials and Content

School Test Coordinators must develop a chain-of-custody plan reflecting the requirements below. An effective chain-of-custody plan will ensure that test materials are accounted for at all times before, during, and after test administration. The plan should include procedures for documenting the distribution and return of test materials between School Test Coordinators and Test Administrators. It should account for return of materials to the vendor. It should also include a process to document shredding or recycling, as appropriate, of secure materials that are not returned to the vendor (refer to Sections 4.3.2 and 4.3.3 for more information). Failure to implement and follow a chain-of-custody plan may result in test invalidations.

2.3.1 Paper-Based Test Materials

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

- **Test Booklets**
- **Answer Documents (grades 4 and higher)**
- **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. Schools should be prepared to provide graph paper, or allow students to bring their own, for students who want to use it. Test Administrators must supply two pages 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.

2.3.2 Security Checklist

School Test Coordinators are required to maintain a log of secure materials. Secure materials include Test Booklets, Answer Documents, Mathematics Reference Sheets written on by students, and scratch paper written on by students. To account for Test Booklets and Answer Documents, School Test Coordinators may use their own form or the Security Checklist that is included in box 1 of the school's shipment. An example of the Security Checklist is available in **Appendix C**. Schools will also need a log to account for collection and secure shredding of Mathematics Reference Sheets written on by students and scratch paper written on by students. Schools must maintain the log of secure materials for three years. Test Administrators are not to have extended access to test materials before or after administration. It is recommended that test materials be distributed no more than 15 minutes prior to and collected no longer than 15 minutes after testing. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

2.4 Prohibited Activities

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

2.4.1 Breaches of Test Security

Tables 2.0–2.2 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 a computer-based 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 H** as appropriate for your state
Failing to follow test administration directions exactly as specified in the *Test Administrator 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 H** 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 H** for details about observation visits for your state.

2.8 Materials Required to be Provided to Students

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

- Vendor-supplied materials
  - Test Booklets
  - Answer Documents (grades 4 and higher)
  - Mathematics Reference Sheets (if administering a Mathematics session grades 5–high school)
  - Rulers and protractors (if administering a Mathematics session)
- School-supplied materials
  - 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 edge and compass are allowable materials for the 8th grade, Geometry, and Integrated Math assessments (not allowable for grades 3-7 and Algebra I and II). Rulers and protractors are also allowable materials for any mathematics assessments. These tools should be supplied by the school or schools may allow students to bring in their own tools. Directions should be given to the Test Administrator to have the materials located in a pre-determined location in the room and students should raise their hand if they want to use any of the tools. If schools allow students to bring their own tools, they must be given to the School Test Coordinator prior to testing to ensure that the 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 College Algebra System (CA S) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during a PARCC Field Test session.
- Students are not allowed to share calculators within a testing session.
- Test Administrators must confirm that memory on all calculators have been cleared before and after the testing sessions.
- Calculators with "QWERTY" keyboards are not permitted.

2.9.1. Calculator Accommodation Policy

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

Table 2.5. Calculator Accommodation Summary

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

2.10 Prohibited Materials

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

Classroom resources such as books, models, displays, and teaching aids may provide unauthorized assistance or explain, define, or illustrate concepts that are part of the subject areas being tested. The following list includes 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

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

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

Figure 2.1. Materials Prohibited During Specific Content Sessions

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

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

A student with a disability or an English Learner may be allowed to use as test accommodations certain tools and materials that are otherwise prohibited if listed in the student's IEP or 504 Plan (or EL Plan, if required by the PARCC member state). However, under no circumstances may any student be allowed access to the Internet or a cell phone. Test accommodations must be listed in or recommended by the student's IEP or 504 Plan (or EL Plan if required by the PARCC member state). The School Test Coordinator must document the accommodation on the student's Test Booklet (Grade 3) or Answer Document, as appropriate. Refer to **Appendix G** for details.

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

If a student is observed with any of the items listed in Figure 2.1 during testing or during breaks, collect the student's test materials. The student will then be dismissed from the exam room and the test may be invalidated later by the state education agency. The school or LEA should follow the state-specific steps in **Appendix H**. 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, refer to **Appendix H**.

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

2.12 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct. If student misconduct rises to the level of dismissal, collect the student's test materials. The student will then be dismissed from the exam room. The school or LEA should follow the state-specific steps in **Appendix H**. 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 H** 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 School Test Coordinators to Complete BEFORE Testing

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

3.1.1 PARCC Field Test Manuals

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

3.1.2 Establish a Testing Schedule

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

It is recommended that School Test Coordinators also develop a plan to provide students with an opportunity to become familiar with the PARCC assessment using the PARCC Sample Items and scoring rubrics for ELA/Literacy, available on PARCC Online: http://www.parcconline.org/samples/item-task-prototypes. LEAs and schools may set their own schedules, but the sample items should be administered on a separate day before the PARCC Field Test is administered. Schools should also strongly encourage teachers to familiarize students with the scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/Literacy assessments will be scored.

3.1.3 Develop a Security Plan

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

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

3.1.4 Develop a Training Plan

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

Train Test Administrators on all content in Section 2.0 and the Appendices of this manual as well as the Test Administrator responsibilities sections of the *Test Administrator Manual*.

Make sure Test Administrators understand the expectation of active proctoring while students are testing. Active proctoring during testing means Test Administrators focus their full attention on students at all times to confirm that students are working independently. Train Test Administrators to circulate throughout the classroom during testing to be sure students are in the correct test session.

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

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

3.1.5 Develop a Test Administration Logistics Plan

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

- Identify all students who will be participating in each grade's tests (except Colorado and Mississippi, who will test all students in a grade)
- Authorize individuals to serve as Test Administrators
- Train all relevant staff (refer to Section 3.1.4)
- Inform students and parents about the PARCC Field Test
- Meet with students to review testing day policies and expectations
    - Note that only the School Test Coordinator and other certified school staff designated by the School Test Coordinator may open the shrink-wrapped packages and affix labels.
    - Note that secure Test Booklets and Answer Documents must not be opened prior to testing.
- Designate appropriate testing spaces
- Plan ahead to provide accessibility features for all students and accommodations on test day for English learners and students with disabilities
    - Review each student's IEP or 504 Plan (or EL Plan, if required by the PARCC member state) ahead of time.
    - Prepare a list showing each student and his or her specific accessibility features or accommodation(s); indicate whether a specific test setting or Test Administrator will be required
    - Train all Test Administrators who will provide accommodations, including substitutes
- Schedule test administration sessions and locations
- Prepare a record of Test Administrators and their students for each session
- Assign students and testing locations to Test Administrators
- If applicable, establish school policy for dismissing students and/or allowing them to read a recreational book after completing individual tests and communicate this information to students. Refer to **Appendix H** for your state's policy.

3.1.6 Administration Considerations for Students

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

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

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

3.1.7 Guidance for Redirecting Students and Clarifying Directions During an Administration

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

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

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

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

3.1.8 Setting Considerations

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

Note: Some students with disabilities will require small group or individual testing due to other accommodations they use on PARCC assessments (e.g., interpreter, human reader for the 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.

3.1.9 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.

3.1.10 Meet with Test Administrators

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

- Discuss your school's security plan, including testing environment and test materials, and the requirement to make sure students understand how participating and trying their best on the Field Test is important for ensuring the operational test will be a valid and reliable measure of student performance
- Make sure Test Administrators understand PARCC Field Test policies and procedures, as well as any state-specific policies (refer to **Appendix H**), and emphasize the following:
    - Test Administrators may not comment on any student work. Test Administrators may not help students in any way except during the general instructions or as specified in the *Test Administrator Manual*. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
    - All test items and all student responses in the PARCC Field Test are secure and may not be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review the training plan with Test Administrators including those who will be providing accommodations
- Provide each Test Administrator with his or her assigned group of students for testing, including students who need accommodations
- Provide a copy of the testing schedule to each Test Administrator and explain how it will be implemented for your school
- Ensure that Test Administrators know which option to follow for students who finish the test session early
- Explain your school's plan for chain-of-custody documentation, taking inventory, distributing, collecting, and storing secure test materials using the Security Checklist or other tracking log
- Inform Test Administrators of your school's procedures for make-up testing
- Inform Test Administrators how they can obtain additional materials needed during test administration, such as extra No. 2 pencils and scratch paper
- Receive signed copies of the Security Agreement
- If applicable, submit copies of signed Security Agreements to the LEA Test Coordinator (refer to **Appendix H** for state-specific procedures)
- Answer questions regarding test administration and security protocols
- Review the tasks for Test Administrators to complete before testing
- Review plans for Test Administrators to complete necessary training
- Meet with any individuals serving as Proctors assisting Test Administrators to familiarize them with these requirements

3.1.11 Receive, Document, and Store Materials

Test Booklets and Answer Documents are shrink-wrapped and packed in boxes, clearly labeled with the school's name, and shipped to either the LEA Test Coordinator or the School Test Coordinator. Refer to **Appendix H** for your state's policy about shipments.

Do not open the packages or distribute them until test day. Before and after test administration, both scorable and nonscorable test materials must be stored in a secure location and all distribution and collection must be documented using the Security Checklist or other tracking log. Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the Packing List and School Security Checklist from Box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LEA if additional materials are needed. The kit should contain the following items:
  - Resealable plastic bag (holds all materials)
  - Paper Bands
  - Pearson color return labels (scorable and nonscorable)
  - UPS Ground Return labels with shipping to Iowa City, IA address for scorable materials
  - UPS Ground Return labels with shipping to Cedar Rapids, IA address for nonscorable materials
  - Pre-printed/pre-gridded School ID Forms
  - Student ID labels
  - Pearson Return Instructions Sheet
  - Shipping Carrier Return Instructions
- Count the materials received to verify that there is an adequate number of Test Administrator Manuals and Test Booklets/Answer Documents for students in the school. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, notify the LEA Test Coordinator immediately. Count through the shrink wrap. Do not open shrink-wrapped packages before the first day of testing.
  - One Test Administration Manual will be provided for every 20 students registered in PearsonAccess.
  - Test booklets and answer documents will be received in packages of five or six. Test booklets and answer documents for a subject will have the forms within packaged in matching form order. It is important to ensure that the forms remain in this order so students receive the same form of the test booklet and answer document during testing.
- Be sure that any missing or damaged Test Booklets are replaced with an equal quantity. If additional materials are needed, notify the LEA Test Coordinator immediately.
- Keep all test materials in locked storage until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to secure storage immediately after testing.
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered. Use these boxes to return the scorable and nonscorable materials when testing is complete. Use the boxes in which the test materials were delivered for return shipping. If these boxes are damaged in the original shipment, use sturdy boxes or contact your LEA Coordinator or place an additional order on PARCC's PearsonAccess website at parcc.pearson.com.
- Report the following occurrences immediately to Pearson using the Missing/Damaged/Contaminated Materials form available in **Appendix D**.

- Non-receipt of any packages of Test Booklets or Answer Documents listed on the School Packing List
- Discovery of a damaged or defective Test Booklet or Answer Document
- Discovery of missing or duplicate sequence numbers on any Test Booklets or Answer Documents (This happens after shrink wrap is opened. Prior to opening the shrink wrap, School Test Coordinators can read the top and bottom barcodes to make sure they follow a logical sequence compared to the total number of documents in the shrink wrap pack.) Barcodes for scanable grade 3 test booklets and 4–HS answer documents are on the back cover in upper right-hand corner. Barcodes for non-scannable test booklets are on the front cover in the lower left-hand corner.

3.1.12 Account for Defective Test Booklets or Answer Documents

During the inventory process, if a defective Test Booklet or Answer Document is identified before testing begins, provide the student with a replacement Test Booklet or Answer Document with the same form number of the Test Booklet or Answer Document being replaced. Return the defective Test Booklet or Answer Document with all other nonscorable materials.

If a student discovers a defective Test Booklet or Answer Document during testing, give the student a replacement Test Booklet or Answer Document with the same form number. When the student completes all test sessions, follow the directions for transcription in the Test Administration Manual. Grid all student demographic information on the replacement Test Booklet or Answer Document. Then write "Do Not Score" on the defective used Test Booklet or Answer Document and return it with all other nonscorable materials.

3.1.13 Final Preparation for Paper-Based Testing

Before the day of testing, School Test Coordinators must confirm the following paper-based testing activities.

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent collaboration
- Ensure testing rooms are clear of any and all instructional displays (refer to Section 2.10 for prohibited materials)

The School Test Coordinator must verify that all secure materials on the packing list are received and should report any improperly packaged or missing materials to the LEA Test Coordinator immediately.

The School Test Coordinator must record the range of secure documents assigned to each Test Administrator using the Security Checklist or other tracking log. Find security numbers. The Test Administrator is responsible for all of the secure materials assigned to him or her.

If a Test Administrator receives secure materials that are not already listed, the security numbers of those materials must be added to the Security Checklist or other tracking log with the names of the students to whom the test materials are assigned. The security number of the document assigned to and returned by each student should be recorded and verified at the completion of each test session using the Security Checklist or other tracking log.

3.1.14 Meet with Students

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

Remember that the attitude and demeanor you, as a School Test Coordinator, Test Administrator, or Proctor, display toward the tests before and during testing can affect how seriously students take the

tests. If you act as if the tests are unimportant or intrusive, students may adopt a similar attitude. On the other hand, overemphasis on the importance of the tests will make some students needlessly anxious and may jeopardize optimum performance.

Prior to the test session, meet with students and inform them of the schedule for the PARCC Field Test. Specify the materials students are allowed to bring with them to the test session.

Students should be aware that use of cell phones or other prohibited electronic devices is prohibited. Test Administrators may recommend invalidating tests for any students who are found with these electronic devices in their possession during testing (including if they have finished testing but other students have not) or during a break.

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

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

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

- Test Booklets
- Answer Documents
  Note: Do not apply Student ID labels to Answer Documents until the completion of testing. Refer to Section 4.2.5 for instructions.
- Scratch paper for students to use during the test session
- Vendor-supplied Mathematics Reference Sheets, rulers, and protractors (if testing Mathematics)
- No. 2 pencils
  Note: Mechanical pencils must not be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- "Testing—Do Not Disturb" signs to post on the doors of the testing rooms (A copy of this sign is available in **Appendix I**.)

4.0 Administering the PARCC Field Test

4.1 Tasks for Test Coordinators DURING Testing

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

4.1.1 Monitor Test Activity

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

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

4.1.2 Schedule and Supervise Make-Up Testing

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

4.1.3 Procedures for Contaminated Test Materials

Paper test materials can become damaged if a student (or any handler of the test materials) becomes ill, gets a paper cut, accidentally rips the test document, etc. Damaged test materials can no longer be used or scored. The damaged materials must be replaced. If possible, transcribe the student's responses from the damaged Test Booklet or Answer Document into a replacement Test Booklet or Answer Document. The damaged Test Booklet or Answer Document must be documented for test security purposes.

The following procedures must be followed for Test Booklets and Answer Documents that become damaged as a result of a bodily fluid (e.g., blood, vomit) contaminating them. Test Booklets and Answer Documents damaged in other ways (e.g., ripped pages, incorrectly applied labels) must be replaced but do not require special handling. Procedures for damaged Test Booklets and Answer Documents are listed below.

- If a student becomes ill or injured during testing and a Test Booklet or Answer Document becomes contaminated, the Test Administrator must stop the testing, record the amount of time remaining, call the School Test Coordinator for assistance, and arrange for the student to be escorted to the school nurse.
  Note: The Test Administrator must record the test form number the student was using and time remaining.
- The Test Administrator must remove the other students from the classroom for a break and call for assistance from other qualified school staff, as needed.

- Qualified school personnel must safely handle the soiled Test Booklet or Answer Document and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
- After the testing area is cleaned and the students have returned to resume testing, the Test Administrator must remind students of the amount of time remaining for the test session prior to the disruption.
- If the ill student returns to resume testing, the Test Administrator must provide the student with the same form of a new Test Booklet or Answer Document. The Test Administrator must ensure the student's name is recorded on the front of the replacement Test Booklet or Answer Document for proper identification.
- After testing is complete, the School Test Coordinator must ensure that a preprinted Student ID label is applied to the replacement Test Booklet (Grade 3) or Answer Document prior to returning it for scoring.
- The School Test Coordinator must record the security barcode number of the damaged Test Booklet or Answer Document on the Missing/Damaged/Contaminated Materials form available in **Appendix D**.
- The School Test Coordinator must record the new security barcode number of the replacement Test Booklet or Answer Document on the School Security Checklist.
- If possible, the completed student's responses in the contaminated Test Booklet or Answer Document should be transcribed into the replacement Test Booklet or Answer Document by qualified staff. If it is not possible to transcribe the answers from the soiled test document, then the student must be given the opportunity to retake those test sessions, using a different form, during make-up testing using the replacement test document.
- The School Test Coordinator must submit to Pearson the replacement Test Booklet or Answer Document along with the rest of the scorable materials.
- The School Test Coordinator (or LEA Test Coordinator, depending on state-specific policy) must securely destroy the contaminated Test Booklet or Answer Document according to its district biohazard protocols.
- The School Test Coordinator must compile a list of contaminated Test Booklets and Answer Documents and maintain it on file for the length of time specified for your state in **Appendix H**.

4.1.4 Torn or Damaged Test Booklets and Answer Documents

- If at any time a student's Test Booklet or Answer Document becomes torn or ripped, or if a liquid is spilled on it, the Test Booklet or Answer Document must be replaced and the student's answers transcribed into a replacement Test Booklet or Answer Document.
- The Test Administrator must ensure the student's name is recorded on the front of the replacement Test Booklet or Answer Document.
- After testing is complete, the School Test Coordinator must ensure that a preprinted Student ID label is applied to the replacement Test Booklet (Grade 3) or Answer Document prior to returning it for scoring.
- The School Test Coordinator must record the new security barcode number of the replacement Test Booklet or Answer Document on the Missing/Damaged/Contaminated Materials form available in **Appendix D**.
- The School Test Coordinator must submit to Pearson the replacement Test Booklet or Answer Document along with the rest of the scorable materials.
- The School Test Coordinator must pack the torn or ripped Test Booklet or Answer Document with the nonscorable materials and return it to Pearson.
- The School Test Coordinator must compile a list of all damaged Test Booklets and Answer Documents and maintain it on file for the length of time specified for your state in **Appendix H**.

4.1.5 Collect Materials from Test Administrators (After Each Test Session)

Immediately after the each test session for each subject, collect the test materials listed below from Test Administrators and document them on the School Security Checklist.

- All used Test Booklets and/or Answer Documents
- All unused Test Booklets and/or Answer Documents
- Used and unused scratch paper
- *Test Administrator Manuals*
- Vendor-supplied Mathematics Reference Sheets (if administering a Mathematics session grades 5–high school)
- Vendor-supplied rulers and protractors (if administering a Mathematics session)

Ensure all materials from the PARCC Field Test have been secured. Take inventory of all Test Booklets and Answer Documents to be sure that none are missing. If any secure materials are missing follow the state-specific steps in **Appendix H**.

Note: Be sure to retain all necessary testing materials, including *Test Administration Manuals*, until all of your scheduled PBA and EOY test administrations are complete.

4.2 Tasks for Test Coordinators AFTER Testing

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

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

Immediately after the final test session is administered, collect the test materials listed below from Test Administrators and document them on the Security Checklist or other tracking log.

- All used Test Booklets and Answer Documents
- All unused Test Booklets and Answer Documents
- Used and unused scratch paper
- *Test Administrator Manual*
- Vendor-supplied Mathematics Reference Sheets (if administering a Mathematics session in grades 5–high school)
- Vendor-supplied rulers and protractors (if administering a Mathematics session)

Ensure all materials from the Field Test have been secured. Take inventory of all Test Booklets and Answer Documents to be sure that none are missing. If any secure materials are missing follow the state-specific steps in **Appendix H**.

Organize used and unused Test Booklets and Answer documents into separate stacks to prepare them for return to Pearson.

4.2.2 "Do Not Score" Test Booklets or Answer Documents

Mark a Test Booklet or Answer Document "Do Not Score" and return with nonscorable materials for the following circumstances:

- The Test Booklet or Answer Document is defective and unused
- The Test Booklet or Answer Document belongs to a student who completed a portion of the test, then withdrew before testing was completed.
- It is a Large Print Test Booklet AND student responses have been transcribed into a corresponding form-level consumable Test Booklet or Answer Document for processing/scoring (refer to transcription instructions in **Appendix G**)

4.2.3 Contaminated Test Booklets or Answer Documents

If a Test Booklet or Answer Document was contaminated with bodily fluids (e.g., blood, vomit), follow your school or LEA protocol for reporting this to the state assessment office and complete the Missing/Damaged/Contaminated Materials form available in **Appendix D**. The School Test Coordinator must ensure that the materials are securely destroyed and documented using the Security Checklist or other tracking log.

4.2.4 Lost Paper-Based Assessment Materials

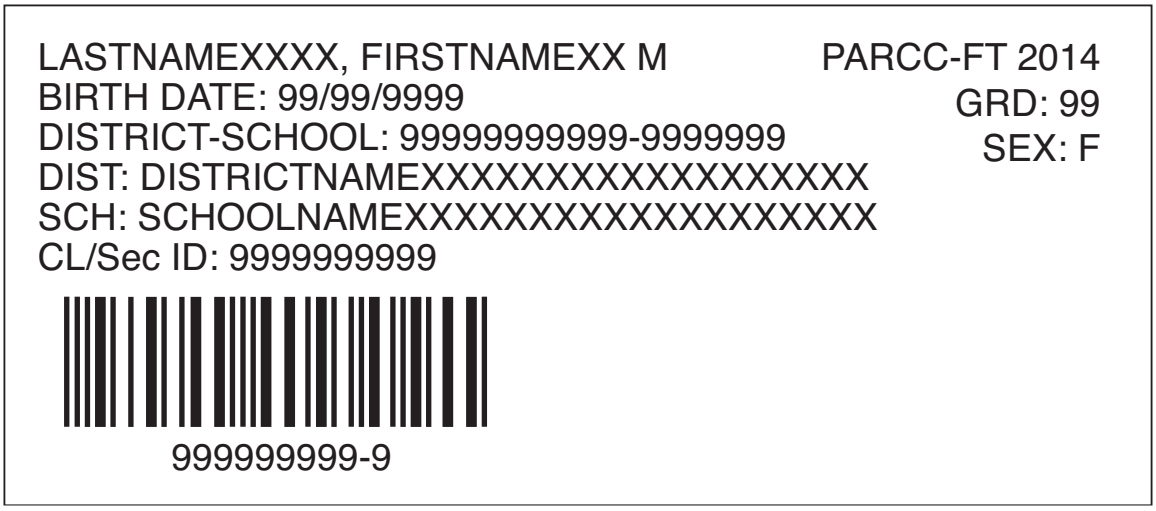
Schools must investigate any report of missing test materials inventory. If, after a thorough investigation, a secure document is not found, the School Test Coordinator must follow the state-specific steps in **Appendix H**.

If there is reason to believe that a secure document or test content has been stolen, photographed, or photocopied, the School Test Coordinator or LEA Test Coordinator should contact the PARCC State Contact to determine a plan of action. This action may include the involvement of local law-enforcement personnel.

4.2.5 Apply Student ID Labels

Information provided by LEAs and schools during student data upload was used to print Student ID labels. These labels are linked to students' demographic information even though not all of that information is printed on the label.

Figure 4.0. Sample Student ID Label

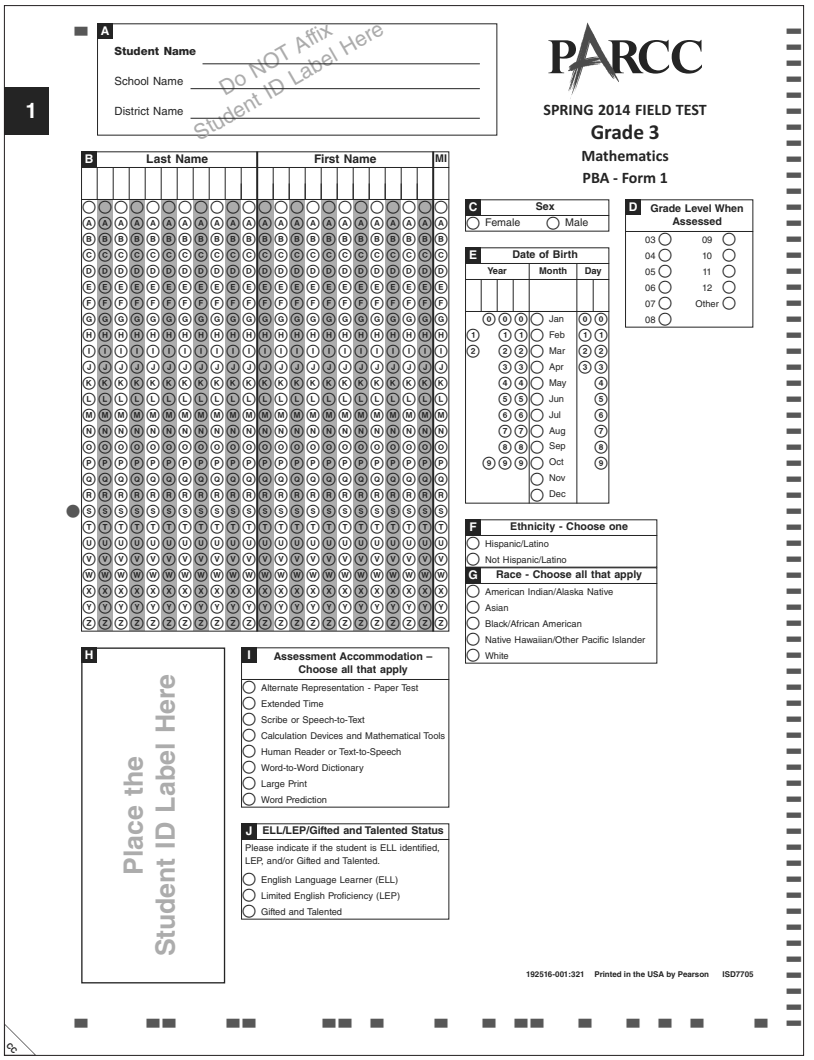


Student ID Labels arrive pre-printed with student names and are included in the resealable package labeled "Test Coordinator Kit." The student-level information provided by districts or states was used to print Student ID labels for grade 3 Test Booklets and for Answer Documents for grades 4 through high school. The sample demographic page on the following page provides specific details about label placement.

Note the following protocols:

- Only the School Test Coordinator or designee may affix labels.
- Students are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- All secure materials must be returned to locked storage until they are returned to Pearson.
- Apply Student ID labels to Test Booklets for grade 3 and Answer Documents for grades 4 through high school in box H located in the lower left corner of the front page (refer to Figure 4.1).

Figure 4.1. Sample Demographic Page



- Check to make sure the name printed on the Student ID label matches the name handwritten in box A.
- Verify that the student is still enrolled and that the student has completed testing. Labels for students not testing must be shredded because they contain student information.
- If a student label is affixed to a Grade 3 Test Booklet or Answer Document and the student information is later discovered to be incorrect, a blank student Grade 3 Test Booklet or Answer Document must be gridded. The document with the incorrect label affixed should be set aside and returned with all other nonscorable materials. If the Grade 3 Test Booklet or Answer Document is completed before the error is discovered, the student must, under the supervision of the Test Administrator, transfer his or her exact responses into a replacement Answer Document with the same form number. Write “Do Not Score” on the defective used Grade 3 Test Booklet or Answer Document and return it with nonscorable materials. The correct student information must be gridded on the replacement Grade 3 Test Booklet or Answer Document.

4.2.6 Prepare Materials for Packing

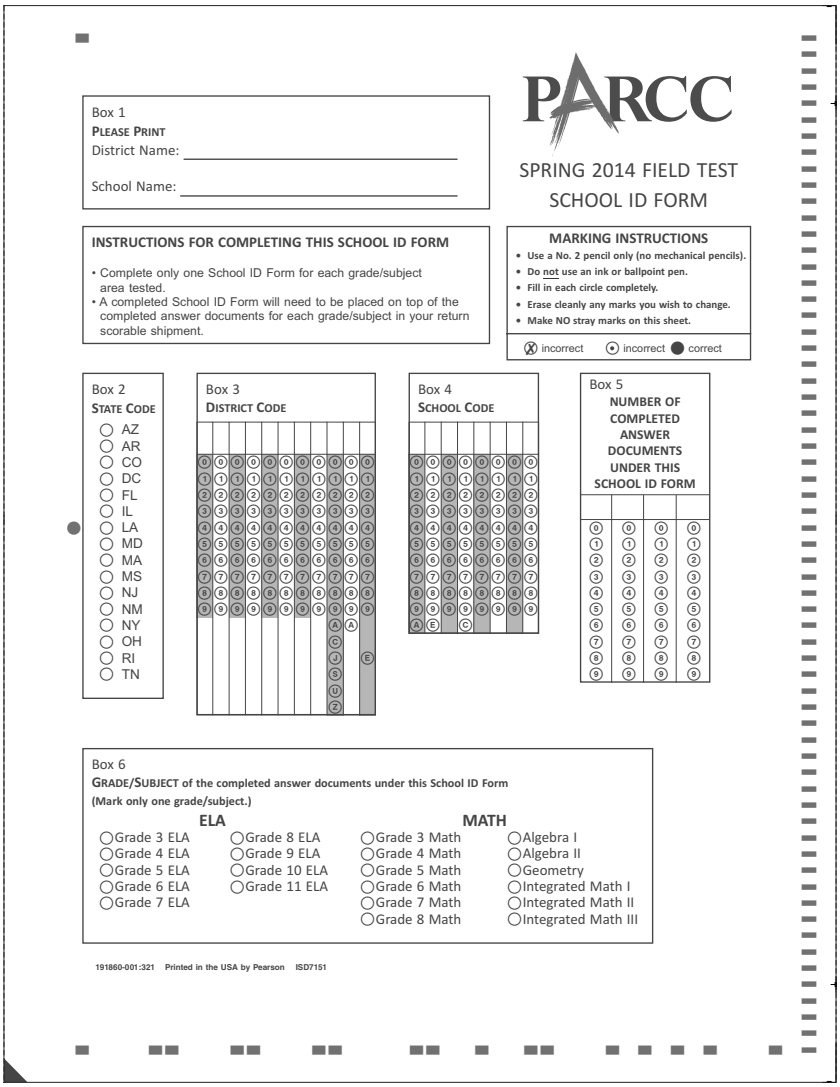
Before calling UPS, sort and package the materials following the directions below so that you can return all materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials.

- Scorable materials
  - Used grade 3 Test Booklets
  - Used Answer Documents (grades 4–high school)
  - Transcribed grade 3 Test Booklets
  - Transcribed Answer Documents (grades 4–high school)
- Nonscorable materials
  - Unused grade 3 Test Booklets
  - Used and unused Test Booklets (grades 4–high school)
  - Large Print Test Booklets
  - Unused Answer Documents (grades 4–high school)

4.2.7 School ID Forms and Paper Bands

Complete a School ID Form for each grade level and subject. Materials for each grade level and subject must then be banded separately (e.g., used grade 3 Test Booklets banded together, used grade 4 Answer Documents banded together). You may use more than one paper band per grade level and document type, if necessary.

Figure 4.2 Sample PARCC School ID Form



Box 1
PLEASE PRINT
District Name: _____
School Name: _____

PARCC
SPRING 2014 FIELD TEST
SCHOOL ID FORM

INSTRUCTIONS FOR COMPLETING THIS SCHOOL ID FORM
- Complete only one School ID Form for each grade/subject area tested.
- A completed School ID Form will need to be placed on top of the completed answer documents for each grade/subject in your return scorable shipment.

MARKING INSTRUCTIONS
- Use a No. 2 pencil only (no mechanical pencils).
- Do not use an ink or ballpoint pen.
- Fill in each circle completely.
- Erase cleanly any marks you wish to change.
- Make NO stray marks on this sheet.

incorrect incorrect correct

Box 2
STATE CODE
AZ, AR, CO, DC, FL, IL, LA, MD, MA, MS, NJ, NM, NY, OH, RI, TN

Box 3
DISTRICT CODE

Box 4
SCHOOL CODE

Box 5
NUMBER OF COMPLETED ANSWER DOCUMENTS UNDER THIS SCHOOL ID FORM

Box 6
GRADE/SUBJECT of the completed answer documents under this School ID Form
(Mark only one grade/subject.)

ELA		MATH	
Grade 3 ELA	Grade 8 ELA	Grade 3 Math	Algebra I
Grade 4 ELA	Grade 9 ELA	Grade 4 Math	Algebra II
Grade 5 ELA	Grade 10 ELA	Grade 5 Math	Geometry
Grade 6 ELA	Grade 11 ELA	Grade 6 Math	Integrated Math I
Grade 7 ELA		Grade 7 Math	Integrated Math II
		Grade 8 Math	Integrated Math III

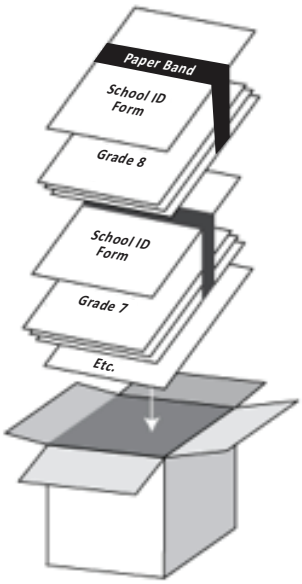
191860-001:321 Printed in the USA by Pearson ISD7151

4.2.8 Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes are damaged in the original shipment, use sturdy boxes or contact your LEA Coordinator or place an additional order on PARCC's PearsonAccess website at parcc.pearson.com.

Place all scorable materials in the shipping boxes as shown in Figure 4.2. Once all materials are in boxes, you will indicate the sequence of boxes being returned for the school (e.g., Box 1 of 3, Box 2 of 3, and Box 3 of 3) on the return shipping label. Do not include unused or nonscorable Test Booklets in the scorable materials.

Figure 4.3. Packing Diagram for Scorable Test Materials



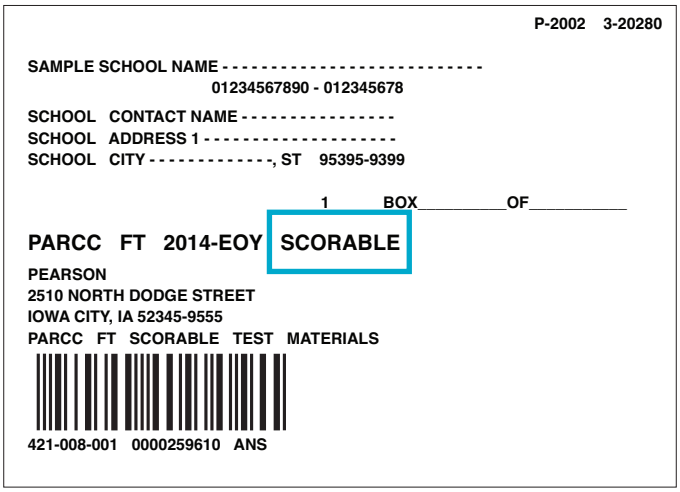
Do not overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do not use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains scorable materials return shipping labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of boxes.
- On the line that reads "School Box ___ of ___," fill in the sequence of boxes being returned for the school (e.g., indicate Box 1 of 3, Box 2 of 3, and Box 3 of 3).
- Do not write anything else on the labels.
- Do not include your nonscorable box count with your scorable box count.

Find a scorable return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with the **Iowa City** address to the top of each box of scorable materials.

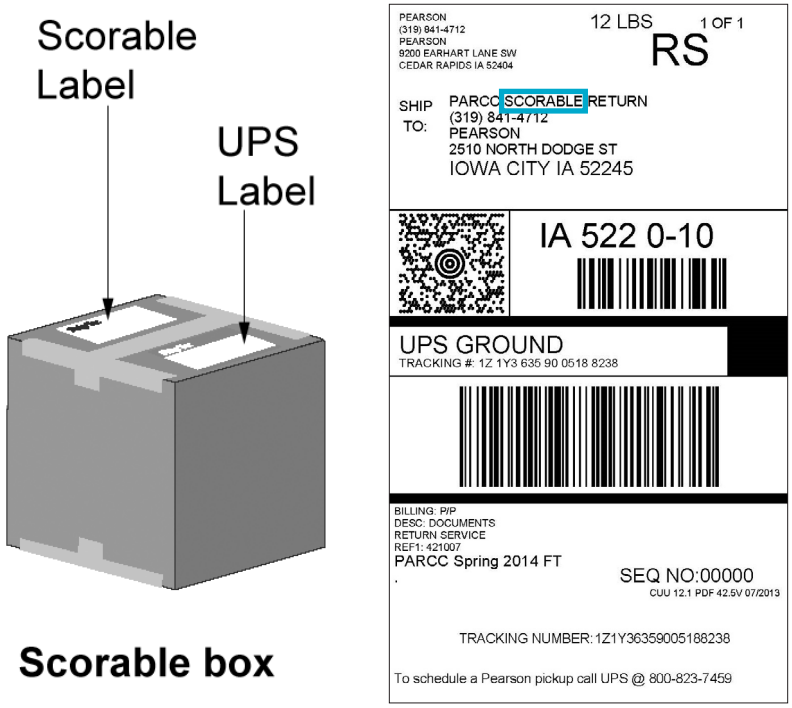
Figure 4.4. Sample Pearson Scorable Materials Return Shipping Label



PBA Scorable Materials—Red Shipping Label

EOY Scorable Materials—Green Shipping Label

Figure 4.5. Placement of Labels on Return SCORABLE Shipping Box



4.2.9 Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes are damaged in the original shipment, use sturdy boxes or contact your LEA Coordinator or place an additional order on PARCC 's PearsonAccess website at parcc.pearson.com.

Place all nonscorable materials in the shipping boxes.

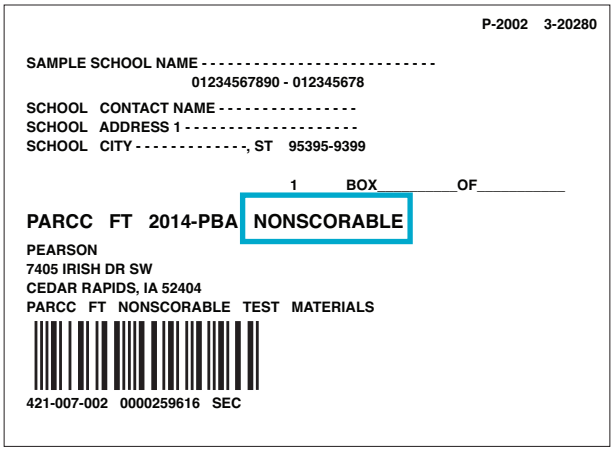
Do not overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains nonscorable materials return shipping labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of boxes.
- On the line that reads "School Box ___ of ___," fill in the sequence of boxes being returned for the school (e.g., indicate Box 1 of 3, Box 2 of 3, and Box 3 of 3).
- Do not write anything else on the labels.
- Do not include your nonscorable box count with your scorable box count.

Find a return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with the Cedar Rapids address to the top of each box of nonscorable materials.

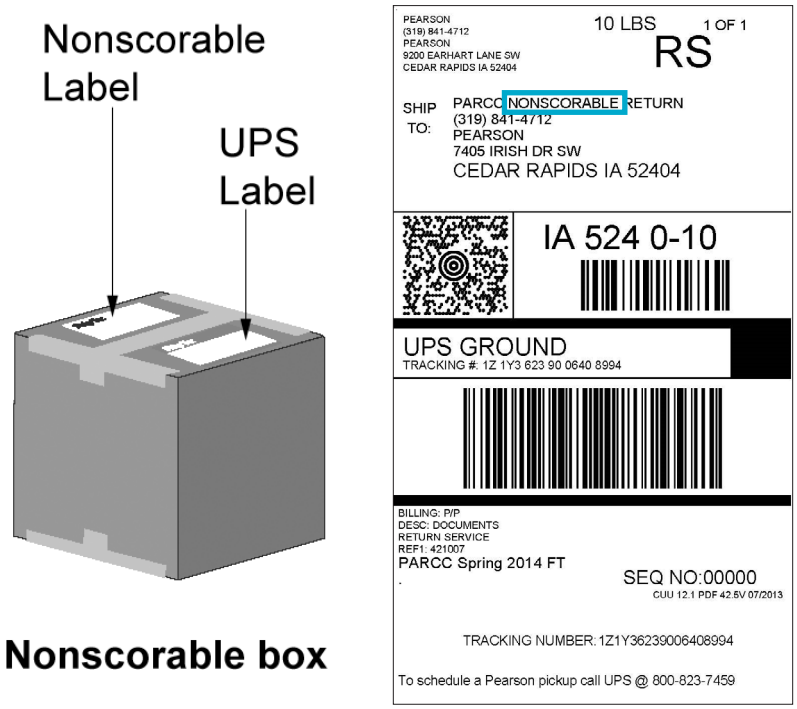
Figure 4.6 Sample Pearson Nonscorable Materials Return Shipping Label



PBA Nonscorable Materials—Purple Shipping Label

EOY Nonscorable Materials—Yellow Shipping Label

Figure 4.7 Placement of Labels on Return NONSCORABLE Shipping Box



4.2.10 Contact UPS to Schedule Pickup

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

Pick-ups must occur as soon as possible after testing is complete, but no later than one week after the testing window ends.

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

- The physical location from where packages are to be picked up
- The estimated number of packages to pick up
- Provide a tracking number from any one of your UPS labels

Once the pickup is confirmed, the school or district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise.

4.2.11 Materials To Be Securely Destroyed

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

- Scratch paper **written on** by students during testing
- Vendor-supplied Mathematics Reference Sheets written on by students during testing

Once shredding is complete, it must be documented on the Security Checklist or other tracking log.

4.2.12 Materials To Be Recycled

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

- Test Administration Manuals
- **Blank or unused** scratch paper and vendor-supplied Mathematics Reference Sheets
- Vendor-supplied rulers and protractors

Once recycling is complete, it must be documented on the Security Checklist or other tracking log.

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

4.2.13 Keeping Records

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

- Copies of all signed security agreements (refer to **Appendix A**)
- Chain-of-custody documentation (refer to Section 2.3)
- If not already included in chain-of-custody documentation, test group/classroom rooster records noting who administered each testing session (both Test Administrator and Proctors) and including names of students assigned to that group as well as the security barcode for testing documents assigned to each student
- If applicable, copies of any Testing Irregularities/Security Breach Forms
- If applicable, copies of any Missing/Damaged/Contaminated Materials Forms

Appendix A

Security Agreement

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

Testing Irregularities/ Security Breaches Form

Spring 2014 PARCC Field Test
Testing Irregularities/Security Breaches

Instructions for the School Test Coordinator or LEA Test Coordinator:

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

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

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

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

Appendix C
Security Checklist

PARCC Field Test
Performance-Based Assessment (PBA)

Spring 2014

SCHOOL SECURITY CHECKLIST

Deliver To: 0344005000
ANY SCHOOL
205 W MAIN ST
ANYTOWN, STATE 12345-1234
SAMPLE, JOHN
Phone: (123) 4567891
Fax: (123) 4567891

Deliver To: 0344005000
ANY SCHOOL
205 W MAIN ST
ANYTOWN, STATE 12345-1234
SAMPLE, JOHN
Phone: (123) 4567891
Fax: (123) 4567891

The following list contains the security numbers of all secure materials (Test Booklets, Answer Documents, and special editions of test materials) that are included in this shipment to your school. Use this checklist to track the secure materials while in your school. Because there are multiple sessions, this form will need to be copied for each administration.

BEFORE TESTING

Each Test Administrator MUST sign this form when booklets are issued and indicate the date and time the Test Booklet(s) were received. If a consecutive range of books are taken, then sign and time stamp the first and last and draw arrows between the two signatures.

AFTER TESTING

The School Test Coordinator MUST sign this form when the Test Booklet(s) and corresponding Answer Documents (Grades 4–11) are returned IMMEDIATELY upon test completion and indicate the date and time the Test Booklets(s) were returned.

For TB, GR 3, ELA, PBA, PARCC FT, PK-5

Security Number(s)	Test Administrator's Signature	Date and Time Issued	Test Coordinator's Signature	Date and Time Returned
003838001				
003838002				
003838003				
003838004				
003838005				
003838006				
003838007				
003838008				
003838009				
003838010				

EXAMPLE

PARCC Field Test
Performance-Based Assessment (PBA)

Spring 2014

SCHOOL SECURITY CHECKLIST

Security Number(s)	Test Administrator's Signature	Date and Time Issued	Test Coordinator's Signature	Date and Time Returned
003838011				
003838012				
003838013				
003838014				
003838015				
003838016				
003838017				
003838018				
003838019				
003838020				
003838021				
003838022				
003838023				
003838024				
003838025				

EXAMPLE

SCHOOL TEST COORDINATOR CERTIFICATION STATEMENT

By my signature below, I certify that I have issued the Test Booklets and Answer Documents in numerical order and that each Test Booklet and Answer Document that was issued was returned to me immediately after testing was completed on the same day.

Do NOT return this form with your test materials. Instead, keep it on file for a minimum of three years after the test administration. You will need it to refer to if an investigation of missing materials takes place. The school and district will be held responsible for any secure materials that were received at the school but not returned.

_____
(Print) First Name, Last Name, and Title

_____
Telephone Number

_____
Signature

_____
Date

Appendix D

Missing/Damaged/Contaminated Materials Forms

PARCC

Spring 2014 PARCC Field Test
Missing/Damaged/Contaminated Materials

Instructions for Test Coordinator: Follow the directions in the *Test Coordinator Manual* if test materials are missing (Section 3.1.10), damaged (Section 4.1.4), or contaminated (Section 4.1.3). Then use this form to document the materials. For instructions on reporting instances of missing or damaged materials, Test Coordinators should refer to **Appendix H** and follow state-specific procedures.

School Name _____

School Code _____

LEA Name _____

LEA Code _____

Submit the completed form to Pearson via one of the following methods:

Fax 319-341-5261
Mail Pearson
PARCC Program Team Mail Stop 155
2510 North Dodge St.
Iowa City, IA 52245
Email PARCC.Assessment@pearson.com

Document Type/Subject/Grade	Quantity	Security Barcode or Range	Comment
Example Grade 8 ELA PBA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to LEA protocol.

School Test Coordinator Signature _____

Appendix E

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	IEP refers to Individualized Education Program. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 Plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An EL Plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Local Education Agency (LEA)	Local Education Agency (LEA) is a commonly used synonym for a school district or entity which operates local public primary and secondary schools. As defined in ESEA and the U.S. Department of Education, a LEA is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
LEA/District Test Coordinator	LEA /District Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator.
Principal or Designee	See School Test Coordinator.
Proctor	Individual who may be called upon to help monitor assessment administration. This individual must be a school employee, but does not need to be a certified education professional. States may also have roles such as Test Assistant. For the purpose of this manual, the term Proctor is used.

Term	Definition
School Test Coordinator	Individual at the school level responsible for the overall coordination of the test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating the test administration at his or her school, with responsibilities that include the following: • Development and management of the overall test administration schedule • Oversight, training, and instruction of all other individuals authorized to be involved in test administration—including Technology Coordinators, Test Administrators, and Proctors—in test security and administration protocols prior to testing. • Receiving test materials, additional test materials, and accommodated test materials, as necessary • Collecting signed Security Agreements from all individuals involved in test administration and providing copies of administration forms, as needed, to the LEA Test Coordinator. • Monitoring and controlling security of all secure test materials.
Security Agreement	An agreement read, acknowledged, and signed by **all staff involved in the administration of the PARCC Field Test (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, and Proctors). Schools and LEAs must maintain electronic copies of all signed Security Agreements. Schools and LEAs may also choose to retain physical copies of Security Agreements although they are not required. Refer to Appendix H to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.**
Session	The PARCC Field Test is comprised of test sessions. Each session is specific to grade and subject area with a set administration time. The tables in Sections 1.6.5 and 1.6.6 of this manual provide session details.
Student Subgroup	Each category of students identified under ESEA section 1111(b)(2)(C)(v)(II). Examples include students with disabilities (SWDs), English Language Learners (EL s) or racial and ethnic categories (e.g., Asian or Hispanic, respectively).
Test Administrator	Individual(s) at the school ultimately responsible for administering the assessment. Test Administrators must be certified education professionals. States may also have roles such as Test Examiner or Test Proctor. For the purpose of this manual, the term Test Administrator is used.
Test Assistant	See Proctor.
Test Examiner	See Test Administrator.
Testing Irregularity	An instance or activity during testing that affects the integrity or security of the PARCC Field Test and must be reported to the principal or designee immediately. Examples of testing irregularities are outlined in Section 2.0.

Appendix F

Checklists

Checklists

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

LEA Test Coordinator Checklist For Paper-Based Testing

Before Testing

- ❑ Review policies and instructions for test administration in both the *School Test Coordinator Manual* and *Test Administrator Manual*
- ❑ Review School Test Coordinator and Test Administrator checklists
- ❑ Sign Security Agreement
- ❑ Complete recommended training
- ❑ Ensure the School Test Coordinators and Test Administrators complete appropriate PARCC Field Test training

During Testing

- ❑ Provide School Test Coordinators with additional materials, as necessary
- ❑ Monitor testing to ensure that test administration and security protocols are followed and required administration information is being documented and collected
- ❑ Be available during testing to answer questions from School Test Coordinators
- ❑ Investigate all testing irregularities and notify the PARCC State Contact to determine resolution

After Testing

- ❑ Verify that all distributed test materials have been returned
- ❑ Investigate testing irregularities or security breaches
- ❑ Investigate any missing materials
- ❑ Confirm completion (and receipt, if necessary) of Security Checklist (and/or any other equivalent materials tracking logs) and Testing Irregularities/Security Breaches form.
- ❑ Verify applicable test materials have been securely destroyed (*Test Administrator Manuals*, vendor-supplied Mathematics Reference Sheets written on by students, and scratch paper written on by students)

School Test Coordinator Checklist For Paper-Based Testing

Before Testing

- ❑ Review policies and instructions for test administration in both the *School Test Coordinator Manual* and *Test Administrator Manual*
- ❑ Review the Test Administrator checklist
- ❑ Develop Security and Logistics plans for test administration
- ❑ Review student/accommodations list and develop a plan to track accommodations use
- ❑ Sign Security Agreement
- ❑ Complete recommended training
- ❑ Arrange for a Proctor, if necessary
- ❑ Meet with Test Administrators and Proctors to discuss test security and administration protocols and plans, review day of test activities (including the Test Administrator Checklist for Paper-Based Testing), and have these individuals sign Security Agreements
- ❑ Notify students and parents about the PARCC Field Test
- ❑ Meet with students to inform them about expectations for the PARCC Field Test, discuss details about prohibited activities, use of personal electronic devices during testing and breaks, and LEA or school policy on use of recreational books and/or dismissal after test completion
- ❑ Distribute test materials to Test Administrators (day of testing)

During Testing

- ❑ Provide Test Administrators with additional materials, as necessary
- ❑ Monitor each testing room to ensure that test administration and security protocols are followed and required administration information is being documented and collected
- ❑ Be available during testing to answer questions from Test Administrators
- ❑ Investigate all testing irregularities and notify LEA Test Coordinator to determine resolution
- ❑ Arrange for and supervise make-up administrations

After Testing

- ❑ Verify that all distributed test materials have been returned using the School Security Checklist
- ❑ Notify the LEA Test Coordinator about any missing materials and conduct the necessary investigation
- ❑ Make copies of all Security Checklists (and any other equivalent materials tracking logs) and Testing Irregularities/Security Breaches Forms and file copies with the LEA Test Coordinator, if appropriate in your state or LEA
- ❑ Complete School ID Form for each grade/subject and band together used Test Booklets and Answer Documents using vendor-supplied paper bands
- ❑ Assemble, seal, and label boxes for return shipment
- ❑ Contact UPS to schedule return of scorable and nonscorable test materials
- ❑ Ensure successful pickup of test materials by UPS
- ❑ Shred scratch paper written on by students and vendor-supplied Mathematics Reference Sheets written on by students
- ❑ Recycle Test Administrator Manuals, blank or unused scratch paper, and unused vendor-supplied Mathematics Reference sheets, and vendor-supplied rulers and protractors

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 G

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 G**.

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, an emergency accommodation form must be completed and submitted to the appropriate state agency staff for approval. An emergency accommodation may be appropriate

for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the PARCC Field Test window (e.g., a student breaks his or her arm and needs a scribe). If the School Test Coordinator determines that a student requires an emergency accommodation, a Student Emergency Accommodation form must be completed and submitted to the appropriate state agency staff for approval. A copy of this form must be filed in the student's assessment records and a copy must be retained at the state level. Refer to in **Appendix G**.

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

Unique Accommodations

Students may require additional accommodations that are not available in the *PARCC Accessibility Features and Accommodations Manual*. PARCC states will review requests for unique accommodations in their respective states on an individual basis and provide approval only if they determine that the accommodation will result in a valid score for the student using comparable guidelines across PARCC states. In the *PARCC Accessibility Features and Accommodations Manual*, refer to **Appendix G**.

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

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Test Administration Protocol for the Read-Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for Mathematics Assessments

(listed as Appendix B on PARCC Online)

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

Procedures for Human Readers Providing the Read-Aloud Accommodation

1. Readers must be trained locally for each assessment, as indicated in the PARCC Test Administration Manual (TAM). Readers must sign a PARCC Security Agreement.
2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen), without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation and without vocal inflection. Readers should be provided a copy of the test and the examiner's directions no more than one day prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Readers must refer to the *PARCC English Language Arts/Literacy Audio Style Guide* and/or the *PARCC Mathematics Audio Style Guides*, available at http://parcconline.org/parcc-accessibility-features-and-accommodations-manual and provided in Appendices I and J, to ensure consistency in how items are read.
5. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
6. Readers may repeat passages and test items, as requested, according to the needs of the student. Readers should not rush through the test and may ask the student if they are ready to move to the next item.
7. Readers should not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
8. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

9. Readers must be familiar with the student's Individualized Education Program (IEP) or 504 Plan, and should know in advance which accommodations are required by the student. In addition, educational teams must also consider if a student has the accessibility feature for the mathematics assessment. The student may require all or part of the test to be read aloud, depending on what is listed in the student's plan.
10. Readers must recognize that students may require additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, abacus, Brailler, slate, stylus, etc.
11. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
12. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, the reader must spell the word after pronouncing it.
13. Readers must spell any words requested by the student.
14. When reading passages, readers must be alert to punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated. Readers may read all or part of the passage, question, response option, etc. as often as the student requests.
15. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines…," then read the lines to the student, followed by question X and the response options.
16. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
17. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.
18. If the student chooses an answer before the reader has read all the answer choices, the human reader must ask if the student wants the other response options to be read.
19. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

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

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

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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.
3. 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.
4. 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 (paper-based testing only)

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.

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

What is the Extended Time Accommodation?

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

Who can benefit from the Extended Time Accommodation?

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:

- to process written text (e.g., for a student who processes information slowly or has a human reader)
- to write (e.g., for a student with limited dexterity)
- to use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe)
- for a student who needs frequent breaks that may extend the time needed to complete testing.

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

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

Planning and Logistics for Administering the Extended Time Accommodation

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

Procedure for Ending the Extended Time Accommodation with Students

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

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Unique Accommodation Request Form

(listed as Appendix F on PARCC Online)

Instructions: If a student with a disability or an English learner requires an accommodation (i.e., a "unique accommodation") that is not listed in the *PARCC Accessibility Features and Accommodations Manual*, and does not change the construct being measured by the test, the school may request approval for use of the accommodation using this request form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 Plan for a student with a disability; and if required by the PARCC member state, an English Learner (EL) Plan, for an English learner.

To request approval for a unique accommodation, this form must be completed and submitted to the PARCC member state by the principal or designee or District Assessment Coordinator, as required by the PARCC member state, **at least four weeks prior** to testing to ensure a timely state response is received. A copy of this form must be kept in the student's file and, if appropriate, retained at the district office.

	Name of principal/designee or District/LEA District Assessment Coordinator:	
	School Name:	Telephone Number:
	District/LEA Name:	Fax Number:
	Signature:	Email:
	Name:	Student ID Number:
	Grade:	DOB:
	Indicate type of plan: ☐ IEP ☐ 504 Plan ☐ English Learner Plan ☐ English Learner, without an English Learner Plan	

PARCC Test Administration
For which PARCC assessment are you seeking approval to use the unique accommodation:
Provide a brief description of the accommodation for which you are requesting approval:
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments:
Describe the planning needed for provision of this accommodation on PARCC tests (e.g., school staff, space, and/or specialized tools or equipment needed):

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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:

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Use of an Emergency Accommodation on a PARCC Assessment

(listed as Appendix G on PARCC Online)

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the PARCC test, this form must be completed and maintained in the student's assessment file. No state approval is required for emergency accommodations. If required by your PARCC member state, please consult with the district office for approval. **The parent must be notified that an emergency accommodation was provided.** If appropriate, this form may also be submitted to the district assessment coordinator to be retained in the student's central office file.

District: _____ School Name: _____

Student Name: _____ SASID#: _____

Grade: _____

Name and Title of Person Completing this Form:

_____ _____

Staff Member's Name *Title/Position*

Reason for needing an emergency test accommodation *(attach documentation if needed):*

_____

_____

_____

_____

Describe what the testing accommodation will be:

_____

_____

_____

Who will administer the accommodation? _____

_____ _____

Staff Member's Name *Title/Position*

_____ _____

Principal Signature *Date*

_____ _____

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

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Student Accommodation Refusal Form

(listed as Appendix H on PARCC Online)

If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 Plan, or if required by the PARCC member state, an English Learner Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student's file and a copy sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others should be informed when a student refuses an accommodation documented in an IEP, 504 Plan or if required by the PARCC member state, an English Learner Plan.

Student Name: _____ **Date**: _____

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

School Name: _____

School District/LEA: _____

PARCC Assessment: _____

Test Administrator: _____

Accommodation(s) refused: _____

_____

Reason for refusal: _____

_____

_____

Comments:

_____

_____

Student's Signature *(optional)*: _____

Signature of Test Administrator: _____

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

Appendix H

State-by-State Addendum

Appendices

Arkansas

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals but must be trained in test security, administration policies, and procedures.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits • PARCC, Inc. may conduct observation visits, but must be arranged through state and LEA prior to observation.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls District Test Coordinator immediately upon discovering testing irregularity/security breach. District Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to District Test Coordinator within two school days. The District Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years or longer per district policy or auditor requirements. A copy (either paper or electronic) of each agreement must be submitted to the District Test Coordinator. While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the district and then distributed to schools. Each School Test Coordinator must return test materials to the district. The District Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Arizona

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for six years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Colorado

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. (STCs do need to be district/school employees). • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits, if state and LEA notified in advance.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific 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**, 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) • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

District of Columbia

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

Illinois

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K**) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may not administer accommodations.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal, or principal's designee, may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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	School Test Coordinators must be certified education professionals. ✔ State-certified academic classroom teachers ✔ Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs ✔ State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education ✔ State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (***other than the Principal***) Schools that use the principal as the STC must complete a waiver which is to be sent to the state Security Officer for approval. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign Security Agreement form as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Curriculum, Assessment, and Accountability giving authorization to monitor testing. LEAs that permit central office personnel to make observations during PARCC testing must train personnel involved on proper test security procedures and have all personnel sign a Security Agreement. PARCC, Inc. may conduct observation visits. If a PARCC, Inc. representative is coming to Maryland to observe, the representative must contact MSDE in order to obtain a letter of introduction from the Maryland State Superintendent of Schools.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LAC immediately upon discovering testing irregularity/ security breach. LAC contacts the state immediately upon receiving call when a Category 2 infraction has occurred. The School Test Coordinator submits Testing Irregularity/ Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LAC submits the form to the state when a Category 2 infraction has occurred.
State-specific Requirements for Maintaining Security Agreements	• The signed agreements (electronic or physical) must be maintained by the school for six years and a copy (either paper or electronic) of each agreement must be submitted to the LAC (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. • The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific Steps for Collecting Missing/Damaged Materials Forms	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**, to LAC. LAC contacts state.

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. 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	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K**) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, available in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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 to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. a) After student has checked his or her work, the student must sit quietly until the session has ended. b) After student has checked his or her work, the Test Administrator dismisses the student. c) After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Mississippi

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA Central Office Staff (i.e. District Test Coordinator) may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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. 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 Jersey

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observations visits only when accompanied by State Assessment Office representatives.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
State-specific 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**, 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	• 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**, 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. 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	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals. • Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	The School Test Coordinator must call the PARCC state assessment office (refer to **Appendix K** Contact Information) immediately after discovering a security breach or testing irregularity. The School Test Coordinator follows instructions from PARCC state assessment office which may include submitting the Testing Irregularity/Security Breach form, found in **Appendix B**, to the PARCC state assessment office within two school days. The School Test Coordinator should also keep the LEA informed. In addition, if the testing irregularity or breach includes possible testing misconduct by educators (teaching personnel and administrators), the incident must also be reported to the New York State Education Department's Test Security Unit through the submission of the online Incident Report Form available at http://www.forms2.nysed.gov/ohe/tsei/irf.cfm. Reporting parties should complete all portions of the Incident Report Form with clear, accurate information, and should provide contact information in the event that follow up is necessary.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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	At the discretion of the Test Administrator: • Recreational books (subject matter of recreational books must be unrelated to content being assessed), or • Textbooks for subjects other than the one being tested, or • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	After the student has checked his or her work, the Test Administrator, at his/her discretion may dismiss the student, if it is feasible to do so, or that student may be permitted to use allowable materials (refer to list above).

Ohio

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals. • Test Administrators must be employees of the district and hold current, valid licenses, certificates, or permits issued by the Ohio Department of Education. 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**, 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**, 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. • 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	• School Test Coordinators must be certified education professionals. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals; however, proctors do need to be school employees (e.g. not parent volunteers).
State-specific Policies for Observation Visits	• State Assessment Office may conduct observation visits. • Local Education Agency (LEA) may conduct observation visits. • Principal/School Test Coordinator may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Testing Irregularity/Security Breach form, available in **Appendix B**, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each agreement must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of this agreement for their records.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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**, 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) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed) • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	Local decision (school or district) from options below. • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list above).

Tennessee

Issue	State Policy
State-specific Qualifications for School Test Coordinators, Test Administrators and Proctors	• School Test Coordinators do not need to be certified education professionals; however, they must be school employees. • Test Administrators must be certified education professionals. • Proctors do not need to be certified education professionals; however, if volunteers are used, they may not proctor a room with a family member as a student. Additionally, they may not handle secure test materials. • Proctors and/or teacher's aides may administer accommodations, provided they are school or district employees and receive training prior to administration. Proctors must always be under the supervision of the Test Administrator.
State-specific Policies for Observation Visits	• State Assessment Office and/or CORE Offices may conduct observation visits. • PARCC, Inc. may conduct observation visits.
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator completes an RI for potential Security Breach through EdTools within two school days. The LEA Test Coordinator reviews and submits to the state.
State-specific Requirements for Maintaining Security Agreements	The signed agreements (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator creates a record including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained and gives this to the LEA.
State-specific Shipping Procedures for Paper-Based Materials	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
State-specific 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)	The following materials may be allowed at LEA discretion: • Recreational books (subject matter of recreational books must be unrelated to content being assessed) • Textbooks for subjects other than the one being tested • Pamphlets, magazines, or periodicals • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed) • Pens or colored pencils
State-specific Instructions for Students AFTER Testing is Complete (applies ONLY AFTER initial Session Time)	The following may be allowed at LEA discretion: • After student has checked his or her work, the student must sit quietly until the session has ended. • After student has checked his or her work, the Test Administrator dismisses the student. • After student has checked his or her work, the student may sit quietly and read a recreational book.

Appendix I

Sign

PARCC

TESTING

Please
Do Not Disturb

Appendix J

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 K

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.

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**