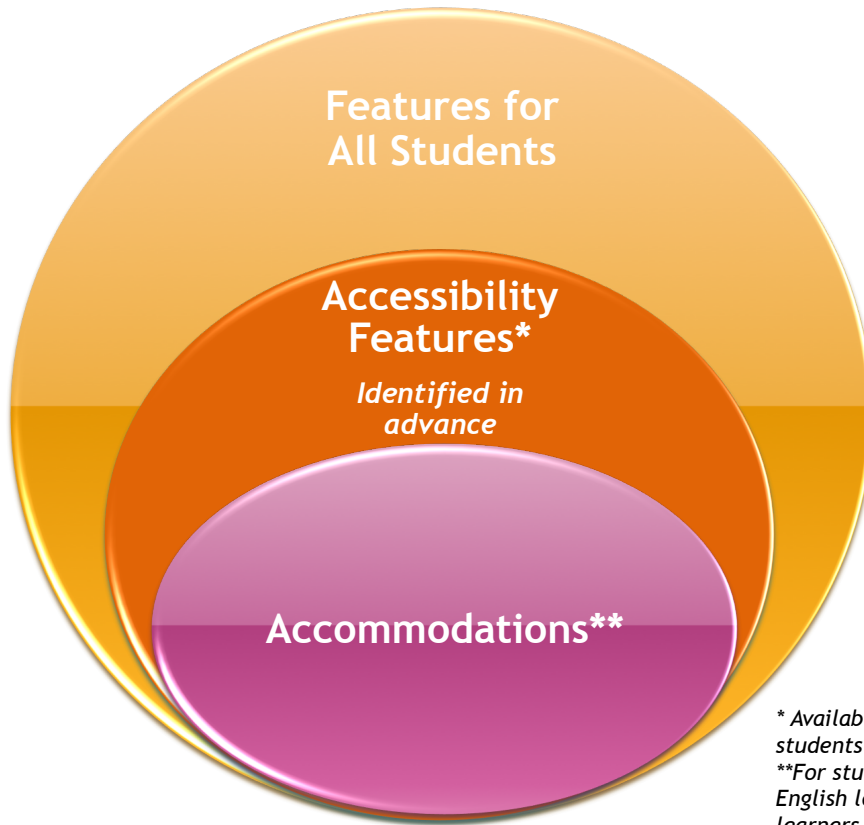


# PARCC COMPREHENSIVE ACCESSIBILITY POLICIES



*\* Available to all participating students*

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

# ACCESSIBILITY FEATURES FOR ALL STUDENTS



- Tool, support, scaffold, or preference activated by *any student*
- Universal Design features
- Onscreen, in a toolbar or a menu

# ACCOMMODATIONS FOR ALL STUDENTS

## Accessibility Features for All Students

**Audio Amplification**

**Blank Paper** (provided by test administrator)

**Eliminate Answer Choices**

**Flag Items for Review**

**General Administration Directions Clarified** (by test administrator)

**General Administration Directions Read Aloud and Repeated**  
(by test administrator)

**Highlight Tool**

**Headphones**

**Magnification/Enlargement Device**

**NotePad**

**Pop-Up Glossary**

**Redirect Student to Test** (by test administrator)

**Spell Checker**

**Writing Tools**

# IDENTIFIED IN ADVANCE

## Accessibility Features for All Students

**\*\*Identified in Advance w/PNP\*\***

**Answer Masking**

**Background/Font Color (Color Contrast)**

**General Masking**

**Line Reader Tool**

PNP = Personal Needs Profile  
Created based on student's  
education-related needs &  
preferences.

# ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Features for students with disabilities

**\*\*Must have IEP or 504 Plan prior to testing\*\***

**Presentation Accommodations**

**Response Accommodations**

**Timing & Scheduling Accommodations**

# PRESENTATION ACCOMMODATIONS

- Alter the method or format of the test administration

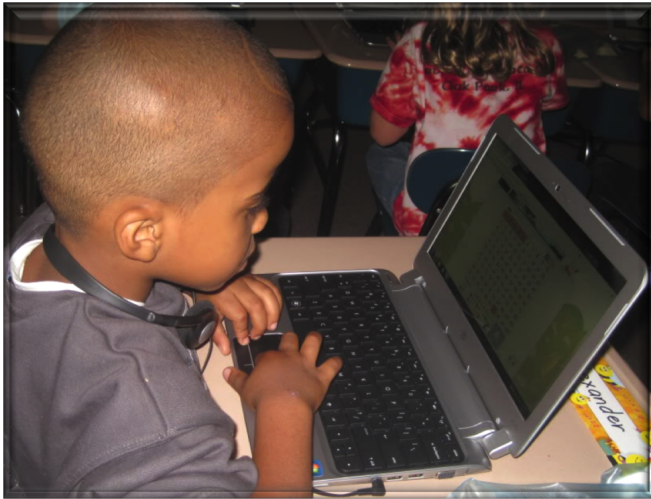


# PRESENTATION ACCOMMODATIONS

Content Area	Presentation Accommodations
<b>ELA/Literacy</b>	Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages*
	Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for ELA/Literacy)
	Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments
	Descriptive Video
<b>Mathematics</b>	Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing
	Braille Edition of Mathematics Assessments (Hard-copy braille tests for Mathematics)
<b>Both Content Areas</b>	Additional Assistive Technology (Guidelines available fall 2013)
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing
	Paper-and-Pencil Edition

# RESPONSE ACCOMMODATIONS

- Allow use of alternative methods to provide answers to test items





# RESPONSE ACCOMMODATIONS

Content Area	Presentation Accommodations
<b>ELA/Literacy</b>	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
<b>Mathematics</b>	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
<b>Both Content Areas</b>	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments

# TIMING & SCHEDULING ACCOMMODATIONS

Category	Accommodation
<b>Timing &amp; Scheduling</b>	Extended Time
<b>Setting</b>	Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include - separate location, small group testing, specified area or seating, time of day, and frequent breaks.



# PROPOSED GUIDANCE ON SELECTING ACCOMMODATIONS FOR ENGLISH LEARNERS

When selecting accommodations for English learners, consider the student's:

1. **Level of English language proficiency (ELP) on the state ELP test**
  - Beginning, Intermediate, or Advanced
2. **Literacy development in the native language**
  - Native language literacy
  - Interrupted schooling/literacy background
3. **Background factors that impact effective accommodations use**
  - Grade/age
  - Affective filter (i.e., level of student anxiety/comfort with English)
  - Time in U. S. schools