

Spring 2015



# Test Coordinator Manual

## *For Computer-Based and Paper-Based Testing*

**Grades 3–8 and High School  
English Language Arts/Literacy and Mathematics**

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

### PARCC Important Dates

Event	PBA Dates	EOY Dates
Spring Training Modules	November–December 2014	November–December 2014
States Load Organizations in PearsonAccess <sup>next</sup>	9/1/14–10/17/14	9/1/14–10/17/14
States Load LTC Users in PearsonAccess <sup>next</sup>	No later than 10/17/14	No later than 10/17/14
Load Organization Participation Data File in PearsonAccess <sup>next</sup>	10/20/14–1/7/15 (state-specific windows vary)	10/20/14–2/6/15 (state-specific windows vary)
State, LTC, or STC Load Student Registration Data	Begins 10/20/14	Begins 10/20/14
Receive Test Materials	2 weeks before testing	2 weeks before testing
Additional Orders Window—All Materials	2/2/15–4/29/15 (state-specific windows vary)	3/30/15–5/27/15 (state-specific windows vary)
Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)	2/2/15–5/13/15 (state-specific windows vary)	3/30/15–6/10/15 (state-specific windows vary)
Return Materials	Return no later than one week after testing is complete	Return no later than one week after testing is complete
STC and TA/Proctor Testing Window	Refer to your state testing window listed in <b>Appendix C</b>	Refer to your state testing window listed in <b>Appendix C</b>

For questions about test administration, test materials, and using online systems, contact:

PARCC Support Center

Web: [parcc.pearson.com](http://parcc.pearson.com) (for manuals and training modules)

[parcconline.org/assessment-administration-guidance](http://parcconline.org/assessment-administration-guidance) (for test administration guidance, including FAQs)

Telephone Number: 888-493-9888

Email: [PARCC@support.pearson.com](mailto:PARCC@support.pearson.com)

Hours of Operation: 5:00 a.m.–7:00 p.m. CT, Monday–Friday

For policy questions, direct questions to your state’s PARCC Contact (refer to **Appendix C** for your state’s contact) so that protocols are followed in a standardized manner across the participating schools.

### PARCC Contact Information

For Assistance with	Notes	Contact
Using PearsonAccess <sup>next</sup>	Refer to the <i>PearsonAccess<sup>next</sup> Online User Guide</i>	Customer Support Phone: 888-493-9888 Email: <a href="mailto:parcc@support.pearson.com">parcc@support.pearson.com</a>
Requesting additional secure test materials such as Test Booklets (including Large Print and Braille, and Alternative Language editions) that were not originally requested	May be completed in PearsonAccess <sup>next</sup> by certain users only	
Errors in your school’s shipment of secure test materials, such as Test Booklets (including Large Print, Braille, and Alternative Language editions)		
<ul style="list-style-type: none"> <li>Student ID Labels and Test Booklets</li> <li>Completing or changing demographic student data</li> <li>Returning completed Test Booklets</li> </ul>	Refer to Sections 6.17, 6.18 and 6.21	
Return shipping for test materials	Refer to Sections 6.21 and 6.22	
Testing policies regarding Accommodations and Accessibility Features	Refer to Section 7.0 for Accommodations Guidance	
State specific information not found in the State Policy Addendum	Refer to <b>Appendix C</b>	
Reporting Testing Irregularities and Security Breaches	If permitted by your state policy, submit forms online at <a href="http://pearsonaccessnext.com">pearsonaccessnext.com</a> > Support	
State assessments not related to PARCC		
Questions about the PARCC Online website	<a href="http://www.parcconline.org">http://www.parcconline.org</a>	Parcc Inc. Email: <a href="mailto:Questions@PARCCOnline.org">Questions@PARCCOnline.org</a>
Unanswered consortium questions		

**Important reminder: Check the PARCC website regularly for updates on the Spring 2015 PARCC Assessment (<http://www.parcconline.org>).**

## What's New for Spring 2015?

New Content	Section
1. Test administration terminology	Glossary of PARCC-Specific Terminology
2. Testing time policies	Section 1.5.2 Guidelines for Testing Time
3. Make-up testing policy	Section 1.5.3 Make-up Testing
4. Security Forms	Section 2.2 Security Forms
5. All grade levels will use consumable Test Booklets	Section 3.1 Paper-Based and Computer-Based Test Materials

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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 Overview

The primary purpose of PARCC is to provide high quality assessments of students’ progression toward postsecondary readiness and success.

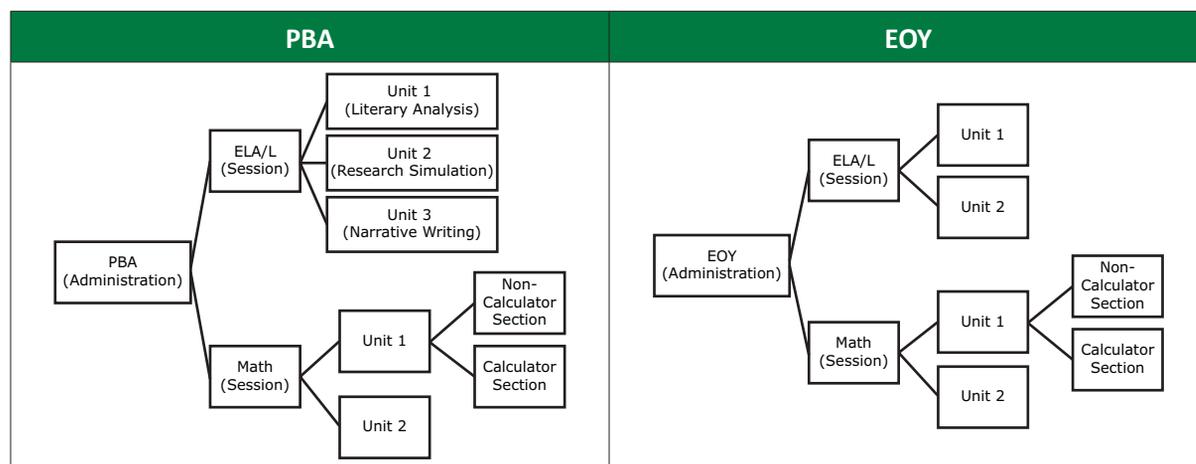
The Spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and the End-of-Year (EOY), both of which will be administered in paper-based and computer-based formats. The first window will be for administration of the PBA, and the second window will be for the administration of the EOY. A student must participate in both windows for a complete PARCC score.

The PBA administration occurs 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 and concepts, and understanding multistep problems that require abstract reasoning, precision, perseverance, and strategic use of tools.

The EOY administration occurs after approximately 90 percent of instructional time is complete. For the EOY, students will demonstrate their acquired skills and knowledge by answering selected-response questions.

Each test administration is comprised of multiple units, and with certain Mathematics units there are separate sections. Below is a figure showing the different components of the PARCC assessment.

**Figure 1.0 Administration Components**

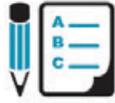


**Note:** This diagram illustrates grades 6–8 and high school.

**Note:** This diagram illustrates grade 7 and high school.

### 1.3 About this Manual

This manual provides instructions for LEAs and School Test Coordinators to coordinate the administrations of the paper-based and computer-based versions of the PARCC assessments, as well as the tasks for the LEA or School Test Coordinator to complete before, during, and after administration.



Throughout this manual, you will see this icon to note tasks or information relevant only to paper-based tests.



Throughout this manual, you will see this icon to note tasks or information relevant only to computer-based tests.

This manual also contains the protocols related to test security and test administration that all school staff must follow. Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. In addition to English, the scripts will be translated into the following languages: Spanish, Arabic, Navajo, Chinese (Mandarin), Vietnamese, Portuguese, Haitian Creole, Polish, Somali, and Marshallese. The translated scripts will be available at <http://avocet.pearson.com/PARCC/Home>. Because one of the tasks of the School Test Coordinator is to meet with the Technology Coordinator, all of the tasks for the Technology Coordinator are also included in this document (other instructions for the Technology Coordinator are contained in the *PearsonAccess<sup>next</sup> Online User Guide*).

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

### 1.4 Roles of Individuals

**Local Education Agency (LEA)/District Test Coordinator (LTC)** is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role are the responsibility of the School Test Coordinator.

**School Test Coordinator (STC)** is the individual at the school level 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 but are not limited to:

- Authorizing individuals to be involved in test administration, including Test Administrators and Proctors
- Prior to testing, training all individuals authorized to be involved in test administration, including special education staff administering test accommodations, in test security and administration protocols
- 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 tests (LEA Test Coordinator may complete this task, if applicable)
- Developing and implementing a security plan for 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

- 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
- Scheduling time for students to complete the PARCC Tutorial and Sample Items prior to the PBA
- If applicable, providing copies of test administration forms and reporting test security breaches to the LEA Test Coordinator

**Test Administrator (TA)** is an individual at the school responsible for administering the assessment. Refer to **Appendix C** for your state’s qualifications. States may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used. Parents or legal guardians may not serve as Test Administrators for their own child, unless otherwise specified by your state (refer to **Appendix C**). Student teachers may not serve as Test Administrators in charge of administering the PARCC assessment.

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

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

Test Administrator responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Preparing the testing environment
- Receiving and tracking materials provided by the School Test Coordinator
- Reading scripted administration directions
- During each unit, actively supervising the test administration
- Properly administering accommodations (as applicable)
- Collecting and returning test materials to the School Test Coordinator
-  Managing Test Sessions in PearsonAccess<sup>next</sup> (for computer-based testing only)

**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. States may also have roles such as Test Assistant, but for the purpose of this manual, the term Proctor is used. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information about your state’s policy.

Proctor responsibilities include but are not limited to:

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

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

**Accommodations Coordinator** is an individual at the school or LEA/district level who is responsible for managing IEPs, 504 Plans, and EL Plans (if required by your state). Accommodations Coordinators may be called upon to assist with test administration, especially for students who need certain accessibility features and accommodations.

**Technology Coordinator (TC)** is an individual at the school or LEA/district level who is responsible for setting up student computers for computer-based testing. The School Test Coordinator must designate an individual to serve in this role who will be on-site during the administration. In addition to the tasks listed in this manual, the Technology Coordinator’s responsibilities are described in the *PearsonAccess<sup>next</sup> Online User Guide*.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring the browser on each student’s computer meets technology requirements (e.g., most current version of Java)
- Ensuring the infrastructure is adequate
- Helping with Proctor Caching
- Helping with the Personal Needs Profile (PNP)
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on student computers to be viewed on another computer during testing
- Providing technical support for School Test Coordinators and Test Administrators

## 1.5 PARCC Assessment Policies on Scheduling and Testing Time

### 1.5.1 Administration Dates

All test sessions and units (refer to **Appendix A** for definitions of session and unit) must be completed during your state testing window (refer to **Appendix C** for your state’s testing window). Schools will have a total of 20 consecutive school days for computer-based testing and 10 consecutive days for paper-based testing to complete testing within each administration (e.g., PBA, EOY).

Units may be scheduled at any time during regular school days on regular school hours during your testing window. Contact your LEA/District if you have any questions about your testing dates.

Schools are encouraged to schedule testing for the early part of each administration window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session (ELA or Math) may be scheduled across multiple days with one or more units administered each day. It is highly recommended that schools schedule **no more than two units per day** for any given student. When scheduling multiple units for a single day, schools should account for breaks between units (refer to Section 1.5.5 for the policy on breaks).

Each student must complete a unit in a single sitting (i.e., all at once). **Units must be administered in sequential order with the exception of make-up testing.** For the ELA/Literacy PBA, the units must be

scheduled in the following order: Literary Analysis, Research Simulation, and Narrative Writing.

	<p>For security purposes, each unit (e.g., Literary Analysis, Research Simulation) must be completed by all students within the grade/course <b>on the same school day</b>—with the exception of make-up testing (refer to Section 1.5.3).</p>
	<p>For security purposes, each unit (e.g., Literary Analysis, Research Simulation) should be scheduled <b>as close together as possible</b> for all students within the grade/course—with the exception of make-up testing (refer to Section 1.5.3).</p>

### 1.5.2 Guidelines for Testing Time

PARCC tests are strictly timed, and no additional time may be permitted (with the exception of extended time accommodations as noted in Section 1.5.4). Test Administrators are responsible for keeping time during testing.

**Administration Time** is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 1.0 for reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials.

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

**Unit Testing Time** is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. Tables 1.1–1.3 show the amount of time for each unit.

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

For more guidance on scheduling the PARCC assessment, refer to PARCC’s Frequently Asked Questions at <http://parconline.org/assessment-administration-guidance>.

Test administration times are shown in Tables 1.0–1.3 (note that times vary by content area, unit, and grade/course). In planning the school’s PARCC assessment administration schedule, School Test Coordinators should plan for the entire unit testing time for each unit.

**Table 1.0 Administration Time**

	Task	Administration Time
Guidelines for Scheduling	1. Preparation after students arrive (includes reading instructions to students and answering questions).	10 minutes
	2. Distribute test materials to students.	5 minutes
	3. Administer unit.	Refer to Unit Testing Times below (60–90 minutes)
	4. End-of-unit activities, including administering a student feedback survey (after the final unit in the EOY for CBT only), closing units, and collecting test materials.	5–15 minutes

**Table 1.1 Unit Testing Times for Grades 3–5**

PBA			
Subject and Grade	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 PBA	Unit 1	Non-calculator	75
	Unit 2	Non-calculator	75
Mathematics Grade 4 PBA Mathematics Grade 5 PBA	Unit 1	Non-calculator	80
	Unit 2	Non-calculator	70
ELA/Literacy Grade 3 PBA	Unit 1 (Literary Analysis)		75
	Unit 2 (Research Simulation)		75
	Unit 3 (Narrative Writing)		60
ELA/Literacy Grade 4 PBA ELA/Literacy Grade 5 PBA	Unit 1 (Literary Analysis)		75
	Unit 2 (Research Simulation)		90
	Unit 3 (Narrative Writing)		60
EOY			
Subject and Grade	Unit*	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 EOY Mathematics Grade 4 EOY Mathematics Grade 5 EOY	Unit 1	Non-calculator	75
	Unit 2	Non-calculator	75
ELA/Literacy Grade 3 EOY ELA/Literacy Grade 4 EOY ELA/Literacy Grade 5 EOY	Unit 1		75

\*Grades 3-5 ELA/L have only one unit for EOY.

**Table 1.2 Unit Testing Times for Grades 6–8**

PBA			
Subject and Grade	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 PBA	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	70
Mathematics Grade 7 PBA	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	70
Mathematics Grade 8 PBA	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	70
ELA/Literacy Grade 6 PBA	Unit 1 (Literary Analysis)		75
ELA/Literacy Grade 7 PBA	Unit 2 (Research Simulation)		90
ELA/Literacy Grade 8 PBA	Unit 3 (Narrative Writing)		60
EOY			
Subject and Grade	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 EOY	Unit 1	Non-calculator	80
	Unit 2	Calculator	75
Mathematics Grade 7 EOY	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	75
Mathematics Grade 8 EOY	Unit 1	Non-calculator	80
	Unit 2	Calculator	75
ELA/Literacy Grade 6 EOY	Unit 1		60
ELA/Literacy Grade 7 EOY	Unit 2		60
ELA/Literacy Grade 8 EOY			

Table 1.3 Unit Testing Times for High School

PBA			
Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Algebra I PBA Geometry PBA	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
Algebra II PBA	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
Mathematics I PBA Mathematics II PBA	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
Mathematics III PBA	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
ELA/Literacy Grade 9 PBA ELA/Literacy Grade 10 PBA ELA/Literacy Grade 11 PBA	Unit 1 (Literary Analysis)		75
	Unit 2 (Research Simulation)		90
	Unit 3 (Narrative Writing)		60
EOY			
Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Algebra I EOY Geometry EOY	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	75
Algebra II EOY	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
Mathematics I EOY Mathematics II EOY	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	75
Mathematics III EOY	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	75
ELA/Literacy Grade 9 EOY ELA/Literacy Grade 10 EOY ELA/Literacy Grade 11 EOY	Unit 1		60
	Unit 2		60

**Note:** Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided in the table in **Appendix I**.

### 1.5.3 Make-up Testing

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

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different units that have different administration times, unless otherwise noted in your state policy (refer to **Appendix C**). For example, a student making up the Algebra I PBA Unit 1 test may not be able to test in the same room at the same time as a student making up the Algebra I PBA Unit 2 test because the units have different unit testing times (refer to Tables 1.1–1.3).

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency) without finishing that unit, he or she may be allowed to complete that test on a different day. Test Administrators must note the exact place in the test where the student stopped and the amount of time remaining. 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 Administrators must closely monitor make-up testing to ensure students do not return to questions they have already viewed.



Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do not return to questions they have already viewed.

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



For testing out-of-order, an additional addendum “Make-Up Testing Directions for Computer-Based Testing” will be posted to <http://avocet.pearson.com/PARCC/Home>. Make-up testing days may be used to test students who are affected by technology failures or interruptions.

### 1.5.4 Extended Time

A student may be allowed an **extended time** accommodation beyond the Unit Testing Time up to the end of the school day to complete a unit **only if** this accommodation is listed in his or her IEP or 504 Plan (or EL Plan, if required by your state). It is highly recommended these students be scheduled to test in a separate setting. For your state’s information, refer to **Appendix C**. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, one unit must be completed on the day on which it begins).

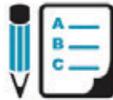


When establishing a testing schedule, School Test Coordinators should account for students with extended time accommodations and consult with the Technology Coordinator regarding proctor caching requirements for devices used in the separate setting.

**1.5.5 Breaks**

During a break, there should not be conversations among students, and students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including breaks between units.

Test Administrators are responsible for ensuring that students are not able to see content on other students’ test materials or on students’ testing devices.



The Test Administrator should ensure the security of students’ Test Booklets and scratch paper.



It is recommended that visual blocks be applied to the student’s computer screen (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test.

**Restroom breaks during a unit:** During a unit, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom. Students must be supervised at all times between the testing room and the restroom (e.g., by a Proctor).

**Classroom stretch break during a unit:** At the discretion of the Test Administrator, a classroom may take one “stand-and-stretch” break of up to three minutes during testing, and the Test Administrator may adjust unit time accordingly.

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

**Note:** Frequent breaks may be needed for some individual students as described in Section 5.13 of this manual.

## 2.0 Test Security

### 2.1 Test Security Protocols

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

School Test Coordinators must implement chain-of-custody requirements for materials as described in Section 2.5. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials and securely destroying certain specified materials after testing as described throughout Section 6.0.

	<p>Students may not have access to scorable or nonscorable secure test content before or after testing. <b>Scorable secure materials</b> that are to be provided by Test Administrators to students include Test Booklets.</p>
	<p><b>Nonscorable secure materials</b> that are to be provided by Test Administrators to students include Large Print Test Booklets, Braille Test Booklets, scratch paper (paper used by students to take notes and work through items), and printed Mathematics Reference Sheets (grades 5–8 and high school).</p>
	<p>Students may not have access to secure test materials before testing, including printed Student Testing Tickets and printed Seal Codes. Printed Mathematics Reference Sheets (if applicable) and scratch paper must be new and unmarked.</p>

**Note:** Non-secure copies of Mathematics Reference Sheets are available online and may be provided to students for regular classroom use. During testing, students may only use the Mathematics Reference Sheets that are shipped with your testing materials for paper-based testing. Mathematics Reference Sheets for computer-based testing are provided within TestNav. Schools may make printed copies of the Mathematics Reference Sheets available to students for computer-based testing.

### 2.2 Security Forms

In the event of a testing irregularity or a test security breach, the School Test Coordinator or LEA Test Coordinator must make a copy of the security form to report the incident. Refer to **Appendix C** 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). After calling, the form needs to be completed with as much information as available.

According to your state policy, you may be required to submit security forms online at [pearsonaccessnext.com](http://pearsonaccessnext.com) > Support (you must log in) or via email or fax. Refer to your state-specific policy in **Appendix C** for further instructions. For your convenience, copies of the forms are included as appendices in this manual and templates are available on PearsonAccess<sup>next</sup> via the Support page.

### 2.3 Security Agreement

**Appendix B** lists security protocols that all individuals authorized to be involved in a test administration must follow. Also, refer to your state-specific policy regarding Security Agreements in **Appendix C**.

Before testing, all staff involved in the administration or handling of test materials of the PARCC assessment (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, Proctors, and observers) must sign the Security Agreement. Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for at least 3 years, unless otherwise directed by your state policy in **Appendix C**.

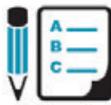
## 2.4 Security Plan

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 and document the chain-of-custody of test materials (described in Section 2.5).
- Designate a central locked facility with limited access 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 assessments.
- Establish who is responsible for shredding or recycling certain specified test materials after administration.

## 2.5 Chain-of-Custody Requirements

School Test Coordinators are required to maintain a log of secure materials. Schools must maintain the Chain-of-Custody Form or tracking log of secure materials for at least three years unless otherwise directed by your state policy in **Appendix C**.



Secure materials include Test Booklets, Large Print and Braille test materials, Mathematics Reference Sheets written on by students, and scratch paper written on by students. To account for Test Booklets, School Test Coordinators may use their own form or the Chain-of-Custody Form that is included in box 1 of the school's shipment, unless otherwise directed by your state policy in **Appendix C**.



Secure materials include Student Testing Tickets and printed Seal Codes, Mathematics Reference Sheets written on by students, and scratch paper written on by students. School Test Coordinators may use the Computer-Based Chain-of-Custody Form or similar tracking log to track secure materials (optional for computer-based testing, unless otherwise directed by your state policy in **Appendix C**). To access a PDF copy of the Computer-Based Chain-of-Custody Form, refer to the PearsonAccess<sup>next</sup> Support page.

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 (for grades 5–8 and high school).

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

## 2.6 Post-Test Certification Form

After the completion of test administration and return of all test materials, the School Test Coordinator or LEA Test Coordinator (refer to your state-specific policy in **Appendix C**) must sign a Post-Test Certification Form, stating that materials have been tracked using the Chain-of-Custody Form, Computer-Based Chain-of-Custody Form, or other tracking log and were returned securely. Refer to Section 6.26 for more information on completing the Post-Test Certification Form and to **Appendix F** for a copy of the form.

## 2.7 Security Breaches and Testing Irregularities

Any action that compromises test security or score validity is prohibited. These may be classified as security breaches or testing irregularities. In Sections 2.7.1 and 2.7.2, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss other possible security breaches and testing irregularities during training. Refer to Section 2.7.3 for information on reporting security breaches and testing irregularities.

### 2.7.1 Test Security Breaches

The lists in this section describe various security breaches (actions prohibited before, during, and after testing that compromise test security) regarding electronic devices, test supervision, and test materials. These lists are intended as examples only and are not comprehensive.

- **Examples of Test Security Breaches—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
  - Exception: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment only in cases of emergencies or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed.



Technology Coordinators may NOT take photos of TestNav screens

- Using a computer, laptop, or 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
- **Examples of Test Security Breaches—Test Supervision**
  - 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
  - Engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing (e.g., grading papers, reading a book, newspaper or magazine)
  - Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing
  - Giving students more or less time than is allotted for the unit as outlined in the manual (except for students who have the extended time accommodation specified in an approved IEP, 504 Plan, or, if required by your state, an EL Plan)
  - Encouraging students to finish early
  - Allowing students to pass notes, talk, or cause disturbances while test materials are still distributed or while students are testing
  - Providing unauthorized persons with access to secure materials
  - Formally or informally scoring student responses to test items
  - Allowing a student to engage in any activities not listed in **Appendix C** as appropriate for your state
  - Allowing students to test before or after your state’s test administration window

- **Examples of Test Security Breaches—Test Materials**
  - Leaving test materials unattended or failing to keep test materials secure at all times while secure test materials are still distributed or while students are testing
  - Viewing or permitting students to view secure test content at any time other than during testing
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: In special cases where a Test Administrator reads aloud to a student (human reader or human signer), Human Readers should be given the opportunity to review passages and items prior to providing the Human Reader accessibility feature. Reading to a student who meets the requirements and has the Human Reader 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.
  - 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 Booklet home to review, Test Administrator reads a student’s responses 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

### 2.7.2 Testing Irregularities

The list in this section describes testing irregularities (i.e., actions or events that may occur before, during, or after administration that may compromise the validity of the test) regarding the testing environment and testing procedures. These are intended as examples only and are not comprehensive.

- **Examples of Testing Irregularities—Testing Environment**
  - Building evacuation or lockdown (refer to Section 2.9)
  - Unauthorized visitors (refer to Section 4.2)
  - Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
  -  Losing a student’s Test Booklet
  -  Losing a student’s Testing Ticket
    - 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
  -  Loss of internet connectivity for computer-based testing
  -  Providing access to Seal Codes for computer-based testing ahead of time and before reading the appropriate direction in the script

### 2.7.3 Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the School Test Coordinator immediately. The Form to Report a Testing Irregularity or Security Breach must be completed within two school days of the incident.

If any situation occurs that could cause any part of the test administration to be compromised, refer to **Appendix C** for your state’s policy and immediately follow those 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 may contact the School Test Coordinator or LEA Test Coordinator and ask that individual to investigate the allegation and report back to the appropriate state level organization.

### 2.8 Maintaining the Security of Test Materials and Content

School Test Coordinators must develop a chain-of-custody plan reflecting the requirements in this section. 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 6.24 and 6.25 for more information). Failure to implement and follow a chain-of-custody plan may result in test invalidations.

### 2.9 Procedures for Safety Threats and Severe Weather

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

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

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, lock the door or take necessary steps to ensure the security of the test materials if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Test Administrators must inform students how many minutes remain in the unit.
  - Test Administrators must write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess<sup>next</sup>.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to **Appendix C** for your state’s policy about reporting a testing irregularity or security breach.

### 3.0 Test Materials

#### 3.1 Paper-Based and Computer-Based Test Materials

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

Test materials that must be distributed to Test Administrators include:

	<p><b>PARCC-supplied materials</b></p> <ul style="list-style-type: none"> <li>• Test Booklets</li> <li>• Mathematics Reference Sheets (grades 5–8 and high school)</li> <li>• Rulers and Protractors (if applicable, refer to Section 3.4.2 for additional information)</li> </ul> <p>Shrink-wrapped packages can be opened at the school level no earlier than two school days prior to the day of testing, except for accommodations purposes (refer to Section 5.14 for more information).</p>
	<p><b>PARCC-supplied materials (printed from PearsonAccess<sup>next</sup> at the school)</b></p> <ul style="list-style-type: none"> <li>• Student Testing Tickets</li> <li>• Seal Codes</li> </ul>

- **School-supplied materials**

- Wooden No. 2 pencils with eraser(s)

**Note:** Mechanical pencils must not be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.

- Blank Scratch Paper

- Graph, lined or unlined paper is intended for use by students to take notes and work through items during testing.
    - Test Administrators must supply blank scratch paper for each student at the beginning of each unit. Additional pages may be provided during testing as needed.

- Calculators (refer to Sections 3.2 and 3.3 for additional information)

- Mathematics Tools for grade 8 and all high school courses (refer to Section 3.4 for additional information)



Computers or devices (for CBT) that meet the minimum tech specifications set forth by PARCC (i.e., student should not supply his/her own device for testing)

- Headphones (refer to Section 3.5 for additional information)

- Materials necessary for the administration of accommodations or accessibility features

- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)

- “Testing – Do Not Disturb,” “Go On,” and “Stop” signs to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix H**)



For computer-based testing, ensure that Test Administrators have a computer or tablet available

### 3.2 Allowable Calculators

For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.

For grades 6–7, students may use only four-function calculators that also have the square root and percentage functions.

For grade 8, students may use only scientific calculators.

For High School, students may use only graphing calculators (with functionalities consistent with the TI-84 or a similar model).

Students may not use calculators on PARCC assessments that are allowable for lower or higher grade level assessments. In order to provide comparability across schools in the consortium, students must only use calculators that are allowable for their grade/course assessment. PARCC assessment items were developed with PARCC’s Calculator Policy in mind. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed.

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

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



Test administrators should not administer a unit requiring a calculator to a student for whom a grade-appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator.



Grade-appropriate calculators are available through the TestNav platform. Students may also use hand-held, grade-appropriate calculators (provided by either the school or the student).

For students who require a hand-held calculator, Test Administrators should have these available during applicable units of testing. During units that are comprised of both a non-calculator section and a calculator section, students will be prompted to raise their hand to ask for a calculator.

### 3.3 Calculator Accommodation Policy

For students who meet the guidelines in the *PARCC Accessibility Features and Accommodations Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any PARCC Mathematics Assessment. Four-function calculators with square root and percentage functions are allowable as an accommodation for grades 3–5.

If a student needs a calculator as part of an accommodation in the non-calculator section, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 Plan.

### 3.3.1 Calculator Accommodation Summary

The following table (Table 3.0) describes when students are permitted to use a calculator in accordance with the calculator accommodation policy.

**Table 3.0 Calculator Accommodation Summary**

Category	Grades 3–5	Grades 6–High School
Students <b>without</b> a calculator accommodation	No calculators allowed	Calculators allowed only on calculator sections of units; <b>no</b> calculators allowed on non-calculator sections of units.
Students <b>with</b> a calculator accommodation	Calculators allowed	Calculators allowed on calculator sections of units; calculators allowed on non-calculator sections of units.

### 3.4 Mathematics Tools

The tools listed below in Sections 3.4.1 and 3.4.2 are meant as allowable tools for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the PARCC Practice Tests or sample items using these tools.

Directions should be given to the Test Administrator to have the materials located in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do not have any writing on them).

#### 3.4.1 Geometry Tools

Tracing paper, reflection tools, straight edge, and compass are allowable materials for the grade 8 Mathematics, Geometry, Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III assessments. These are not required tools but can be made available to students if they use the tools regularly during instruction. Geometry tools are not allowed for grades 3–7, Algebra I, and Algebra II.

#### 3.4.2 Rulers and Protractors

PARCC will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.1. For computer-based assessments, required tools will be provided through the TestNav platform. For paper-based assessments, required tools will be provided in the shipment of materials. Students are not permitted to use outside rulers or protractors if these tools are provided by PARCC for use on their grade level assessment.

**Table 3.1 Rulers and Protractors**

Grade(s) / Course(s)	PARCC-Provided	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math>-inch)</li> </ul>	_____
Grades 4–7	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math>-inch)</li> <li>Protractor</li> </ul>	_____
Grade 8	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math>-inch)</li> </ul>	<ul style="list-style-type: none"> <li>Protractor</li> </ul>
Algebra I, Geometry, Algebra II Integrated Mathematics I, II, III	_____	<ul style="list-style-type: none"> <li>Ruler</li> <li>Protractor</li> </ul>

Protractors are an optional and allowable tool for grade 8. PARCC will not provide protractors at this grade level, but schools may make them available to students.

Rulers and protractors are optional and allowable tools for all high school Mathematics assessments.

PARCC will not provide these tools for high school assessments, but schools may make them available to students.

### 3.5 Headphones



Headphones are needed for ELA/Literacy PBA units (with the exception of grade 8 in the Spring 2015 administration only), or for students who receive the text-to-speech accommodation for the ELA/Literacy assessments or the accessibility features for the Mathematics assessments.

There are different forms of the test. Within a unit, students may or may not experience items connected to multimedia text. Therefore, headphones need to be provided for each PBA unit (except for grade 8 in the Spring 2015 administration only).

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

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

### 3.6 Materials Allowed ONLY AFTER a Student Has Completed Testing

Refer to your state policy in **Appendix C**.

### 3.7 Materials Prohibited in the Testing Environment

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

The following lists are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her Test Booklet) 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.

- **Materials Prohibited During All Units**
  - All cellular phones (including camera phones and smartphones)
    - Exception: Test Administrators are permitted cell phones in the testing environment in cases of emergencies (e.g., a student becomes ill), or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed. Technology Coordinators may NOT take photos of TestNav screens.
  - Other non-test-related personal electronic equipment (e.g., iPods®, personal document scanners, eBooks, electronic pens)
  - Instructional aids related to the content being assessed
  - Reference books
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, or illustrates terminology or concepts or otherwise provides unauthorized assistance during testing
  - Mathematical formulas and conversion tables other than the grade-specific, PARCC-provided Mathematics Reference Sheets

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

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

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

### 3.8 Prohibited Classroom Resources

Classroom resources such as books, models, displays, and teaching aids may provide unauthorized assistance or explain, define, or illustrate concepts. The following list includes materials that must be covered or removed if they provide students with an advantage in answering questions. 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
- Mathematical formulas/theorems (for Mathematics units)
- Graphic organizers
- Multiplication tables\*
- 100s charts\*
- Word lists
- Definitions
- Writing formulas
- Any manipulative not approved through unique accommodation prior to testing\*

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

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

### 3.9 Protocol for Students Observed with Prohibited Materials

If a student is observed with any of the items listed in Section 3.7 during testing or during breaks, the Test Administrator should collect the student’s test materials. The student will then be dismissed from the testing environment, and the test may be invalidated later by the state education agency. The school or LEA should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** and follow your state policy for submitting the form.



Before dismissing the student, the Test Administrator must exit the student’s test in TestNav.

### 3.10 Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student’s IEP or 504 Plan (or EL Plan, if required by your state). If a student requires an accommodation that is not listed in the *PARCC Accessibility Features and Accommodations Manual*, then a Unique Accommodations Request Form must be submitted. Refer to **Appendix G** for a copy of the form.

## 4.0 Testing Environment

### 4.1 Establishing a Testing Environment

It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to **Appendix C** for your state’s policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 4.2.
- The testing sign in **Appendix H** should be posted on the outside of the room door.
- Prohibited classroom resources (Section 3.8) should be removed or covered.

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

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

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

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



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

In the event that a laptop or other modular devices are used, they must be monitored and may not be removed from the test setting during test administration. This includes removal for technical purposes.

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

**Note:** Some students will require small group or individual testing due to accommodations or accessibility features they use on PARCC assessments (e.g., interpreter, human reader for paper-based assessments). 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.

## 4.2 Unauthorized Visitors

Visitors, including parents/guardians, school board members, researchers, reporters, non-testing students, and school staff not authorized to serve as Test Administrators or Proctors, 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 C** for details about observation visits for your state.



Technology Coordinators are permitted to enter the testing environment but are not allowed to take photos of testing screens.

## 5.0 Preparing for PARCC Assessment Administration

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.2–5.18 for more details.

### 5.1 Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

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

CBT/PBT	LTC	STC	TC	Task	Reference
<b>At Least Three Months Before Testing</b>					
	<input type="checkbox"/>	<input type="checkbox"/>		Register students in PearsonAccess <sup>next</sup> , the online test management system. <ul style="list-style-type: none"> <li>If applicable, mark accommodations in PearsonAccess<sup>next</sup></li> <li>Resolve critical warnings and update student data in PearsonAccess<sup>next</sup>, as needed</li> </ul>	Section 5.2 and <a href="http://pearsonaccessnext.com">http://pearsonaccessnext.com</a>
	<input type="checkbox"/>	<input type="checkbox"/>		If applicable, place an order for paper-based accommodated test materials (complete the “receive, document, and store” step).	Section 5.14
	<input type="checkbox"/>	<input type="checkbox"/>		Complete recommended online training modules or in-person training: <ul style="list-style-type: none"> <li>Introduction to Training-For all User Roles</li> <li>Student Registration Import</li> <li>Personal Needs Profile Training</li> <li>Accessibility Features and Accommodations</li> <li>PearsonAccess<sup>next</sup></li> </ul>	<a href="http://parcc.pearson.com/manuals-training">http://parcc.pearson.com/manuals-training</a>
<b>At Least Two Months Before Testing</b>					
		<input type="checkbox"/>		Review student accommodations/accessibility features identified in advance list, develop a plan to track accommodations use, and complete the PNP file per your state’s policy.	Section 5.3
		<input type="checkbox"/>		Meet with Technology Coordinators: <ul style="list-style-type: none"> <li>Discuss test security and administration protocols and plans</li> <li>Plan technology setup</li> <li>Review day of test activities</li> <li>Have these individuals sign Security Agreements</li> </ul>	Section 5.4
			<input type="checkbox"/>	Training for Technology Coordinators: <ul style="list-style-type: none"> <li>Introduction to Training-For All User Roles</li> <li>PearsonAccess<sup>next</sup></li> <li>Technology “Readiness” for Schools &amp; Districts</li> <li>Proctor Caching &amp; Network Data Management</li> <li>Infrastructure Trials: Running a Dress Rehearsal</li> </ul>	<a href="http://parcc.pearson.com/manuals-training">http://parcc.pearson.com/manuals-training</a> and Section 5.4

		<input type="checkbox"/>	<p>Complete Technology Setup:</p> <ul style="list-style-type: none"> <li>• Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days</li> <li>• Verify content filter/firewalls and allow the appropriate sites</li> <li>• Configure common applications (anti-virus, e-mail notification, pop-up blockers, automatic updates, etc.) to NOT launch on test taking devices during testing</li> <li>• Disable Internet Explorer Accelerators</li> <li>• Download and install Proctor Cache Installer</li> <li>• Run the SystemCheck Tool</li> <li>• Configure browser settings to cache test content and configure TestNav</li> <li>• If applicable, load and configure the appropriate app for iPad or Chromebooks and configure</li> <li>• Begin Infrastructure Trial (recommended)</li> <li>• Prepare Test Administrator computers for testing</li> </ul>	Section 5.5 and <i>Infrastructure Trial Readiness Guide</i>
		<input type="checkbox"/>	Schedule and administer practice tests and student tutorials (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics.	<a href="http://parcc.pearson.com">http://parcc.pearson.com</a> and Section 5.6

CBT/PBT	LTC	STC	TC	Task	Reference
<b>At Least One Month Before Testing</b>					
	<input type="checkbox"/>	<input type="checkbox"/>		Review policies and instructions for test administration in both the <i>Test Coordinator Manual</i> and <i>Test Administrator Manuals</i> .	Section 5.7
		<input type="checkbox"/>		Develop security, training and logistics plans for test administration.	Sections 5.8-5.10
	<input type="checkbox"/>	<input type="checkbox"/>		Complete recommended online training modules or in-person training: <ul style="list-style-type: none"> <li>• Administration of Computer-Based Testing for Test Coordinators</li> <li>• Student Readiness Resources for PARCC</li> </ul>	<a href="http://parcc.pearson.com/manuals-training">http://parcc.pearson.com/manuals-training</a>
	<input type="checkbox"/>	<input type="checkbox"/>		Complete recommended online training modules or in-person training: <ul style="list-style-type: none"> <li>• Administration of Paper-Based Testing for Test Coordinators</li> <li>• Student Readiness Resources for PARCC</li> </ul>	<a href="http://parcc.pearson.com/manuals-training">http://parcc.pearson.com/manuals-training</a>
		<input type="checkbox"/>		Meet with students.	Section 5.11
	<input type="checkbox"/>	<input type="checkbox"/>		Update Student Registration Import File.	<a href="http://parcc.pearson.com/manuals-training">http://parcc.pearson.com/manuals-training</a>

<b>At least Two Weeks Before Testing</b>					
		<input type="checkbox"/>		Finalize the testing schedule.	Section 5.12
		<input type="checkbox"/>		Receive, document, and store materials: <ul style="list-style-type: none"> <li>• Account for damaged Test Booklets</li> <li>• Submit Additional Orders, as needed</li> </ul>	Sections 5.14-5.16
		<input type="checkbox"/>		Sign a Security Agreement.	<b>Appendix B</b>

CBT/PBT	LTC	STC	TC	Task	Reference
<b>At Least One Week Before Testing</b>					
		<input type="checkbox"/>		Meet with Test Administrators and Proctors: <ul style="list-style-type: none"> <li>• Discuss test security and administration protocols and plans</li> <li>• Review day of test activities</li> <li>• Have these individuals sign Security Agreements</li> </ul>	Section 5.17
		<input type="checkbox"/>	<input type="checkbox"/>	Set up Test Sessions in PearsonAccess <sup>next</sup> : <ul style="list-style-type: none"> <li>• Print Student Testing Tickets and Seal Codes</li> <li>• Confirm Test Administrator accounts are active</li> </ul>	Section 5.18.1 and <i>PearsonAccess<sup>next</sup> Online User Guide</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Proctor Cache Operational Tests.	<i>PearsonAccess<sup>next</sup> Online User Guide</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	<i>Infrastructure Trial Readiness Guide</i>
		<input type="checkbox"/>		For important test administration updates, schools should regularly visit <a href="http://parcc.pearson.com/bulletins">http://parcc.pearson.com/bulletins</a> .	<a href="http://parcc.pearson.com/bulletins">http://parcc.pearson.com/bulletins</a>

<b>Day of Testing</b>					
		<input type="checkbox"/>		Start test sessions in PearsonAccess <sup>next</sup> :	<i>PearsonAccess<sup>next</sup> Online User Guide</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Confirm Proctor Caching is enabled.	<i>Proctor Caching Guide</i>

## 5.2 Registering Students in PearsonAccess<sup>next</sup>

Review the Student Registration Import training module and guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators should watch the Student Registration Import training module and carefully review the *Student Registration File Field Definitions* document in order to fill in the correct values within the **Student Registration File Layout**. These are all located on the *Support* page in PearsonAccess<sup>next</sup>.

	In order to receive Student ID Labels and the correct number of test materials, Test Coordinators must ensure student registration data are uploaded to PearsonAccess <sup>next</sup> .
	In order to receive test materials, including paper-based accommodated test materials, Test Coordinators must complete the Student Registration Import by the initial order deadline. Note: If you have students requiring tactile graphics for computer-based testing, these will not be included in the initial order and must be ordered through the additional order process.

Refer to **Appendix C** for state specific policies regarding Student Registration Import files. Guidance for accessing, navigating, and using PearsonAccess<sup>next</sup> is available in the *PearsonAccess<sup>next</sup> Online User Guide*.

### 5.2.1 Resolving Critical Warnings in PearsonAccess<sup>next</sup>

Critical warnings will appear in PearsonAccess<sup>next</sup> if key demographic information is missing when adding students to PearsonAccess<sup>next</sup> through the Student Registration Import process or through the user interface. PearsonAccess<sup>next</sup> allows for students to be added without these fields populated to ensure students are able to test with the expectation that the missing information will be populated before the close of the test administration (refer to Section 6.11). Critical warnings are a reminder to populate these fields. School Test Coordinators should resolve these critical warnings prior to administration by adding the key demographic data through PearsonAccess<sup>next</sup>.

## 5.3 Planning to Administer Accessibility Features and Accommodations During PARCC Assessments

Decisions about which accessibility features identified in advance and accommodations that will be provided must be documented ahead of the test administration. For guidance on selecting accessibility features and accommodations, refer to the *PARCC Accessibility Features and Accommodations Manual*. Pre-identified accessibility features and accommodations must be uploaded to a student’s Personal Needs Profile (PNP). The purpose of the PNP is to gather information regarding a student’s testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment. School Test Coordinators must review each student’s PNP to ensure that accessibility features and accommodations are provided to students. Paper-based accessibility features or accommodations that require materials to be shipped will need to be requested in the Student Registration File Import (e.g., Large Print, Braille with Tactile Graphics, Human Reader or Human Signer for ELA/Literacy Kits, Paper Test for Online Students, and Spanish Paper-Based Mathematics Assessments). Refer to Section 7.0 or the *PARCC Accessibility Features and Accommodations Manual* for additional information about accessibility features and accommodations, including information on PNP.

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

Meet with your school’s Technology Coordinator to explain the procedures for the PARCC assessment, the infrastructure preparations that will need to be made at your school, and the level of technical support that your school may need from this individual during testing. Show and discuss the Infrastructure Trial training module or direct them to its location online (<http://parcc.pearson.com/manuals-training>) for viewing at their convenience. The Technology Coordinator should also be involved in all planning meetings to provide input on logistics and to resolve any network issues. Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing. During the meeting with Technology Coordinators, the School Test Coordinator should do the following:

- Discuss your school’s security plan, including the testing environment and test materials
- Receive a signed copy of the Security Agreement from the Technology Coordinator
- Review the tasks for Technology Coordinator to complete before testing (refer to checklists in Section 5.1)
- Review plans for Technology Coordinator to complete necessary training
- Review the *PearsonAccess<sup>next</sup> Online User Guide* for technology-related troubleshooting
- Recommend that the Technology Coordinator familiarize himself or herself with common errors, and have him or her instruct Test Administrators and Proctors on resolving errors and how to escalate errors if needed

## 5.5 Technology Setup (For Computer-Based Testing Only)

### 5.5.1 Prepare Student Computers for Testing

Prepare computers to meet security needs:

- Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a computer should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.

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

Use the SystemCheck Tool to verify that the school has the appropriate amount of bandwidth for online testing.

### 5.5.2 Prepare Test Administrator Computers for Testing

Test Administrators will require a computer or device with the same technical specifications as student computers in the testing environment to start, monitor and manage test sessions in PearsonAccess<sup>next</sup>. Position Test Administrator computers in a location where all students can be seen while monitoring student testing statuses. Set computers or devices so that the URL shortcut for PearsonAccess<sup>next</sup> is available.

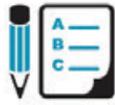
It is highly recommended that you designate a school or LEA computer as the proctor caching computer. The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual test computers from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to student computers, test delivery is accelerated, and the amount of internet bandwidth required for online testing is reduced. Proctor caching software needs to be downloaded from PearsonAccess<sup>next</sup>. Refer to the Proctor Caching Computer Section in the *PearsonAccess<sup>next</sup> Online User Guide* for complete proctor caching details and instructions.

## 5.6 Schedule Practice Tests and Tutorials

It is highly 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 practice resources, available online at <http://parcc.pearson.com>. LEAs and schools may set their own schedules, but the sample items, practice tests, and/or tutorials should be administered on a separate day before the PARCC assessment is administered. Schools should also strongly encourage teachers to familiarize students with the ELA/Literacy scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/Literacy assessments will be scored which can be found at <http://parcc.pearson.com>.



It is highly recommended that schools provide approximately 30 minutes per tutorial. Some students may not be familiar with computer-based testing or the tools and item types used in the computer-based test. Therefore, all students who will participate in the PARCC assessment should first complete the tutorials. These contain practice items to help familiarize you and your students with the computer-based testing tools and the process for responding to different item types on the computer. In addition, sample items and practice tests are also available.



It is highly recommended that schools provide approximately 30 minutes per tutorial. All students who will participate in the PARCC assessment should first complete the tutorials. In addition, sample items and practice tests are also available.

### 5.7 PARCC Assessment Manuals (Same Manuals for PBA and EOY)

Prior to testing, all school staff involved in the administration of the PARCC assessment must be trained on their individual responsibilities and PARCC test security protocols. School Test Coordinators and LEA Test Coordinators must read and be familiar with the content and instructions contained in this manual. Test Administrators and Proctors must read and be familiar with the content and instructions contained in the *Test Administrator Manual*.

Techonology Coordinators should read and be familiar with the content and instructions contained in this manual and in the *PearsonAccess<sup>next</sup> Online User Guide*.

### 5.8 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. The security plan should include who will be responsible for the shredding (e.g., Mathematics Reference Sheets and scratch paper written on by students) and recycling (e.g., manuals) of materials after each administration is complete.

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

### 5.9 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 assessment must be familiar with their individual responsibilities and PARCC Test Security Protocols. Your plan must include eligible school staff (refer to **Appendix C** for your state’s policy) trained to serve as alternates. Provide them with training materials, which includes the *Test Administrator Manual*. Additional training materials, which include training modules and slide presentations, are available at <http://parcc.pearson.com/manuals-training>.



Train Technology Coordinators on the relevant sections of this manual, and ensure that they are trained on using the relevant sections of the *PearsonAccess<sup>next</sup> Online User Guide*. Test Administrators may be able to assist students with errors when logging in. Determine how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.

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*.

Ensure 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 unit and ensure students are not involved in questionable activities.



Refer to the Test Administrator training modules for PearsonAccess<sup>next</sup> and TestNav which include information on logging in, logging out, monitoring, resuming, and submitting tests.

Encourage Technology Coordinators and Test Administrators to use the checklists available in the *Test Administrator Manuals* at the beginning of Sections 5.0 and 6.0. Provide copies of checklists during the training. Ensure that Test Administrators and Proctors sign the Security Agreement after training is complete.

Training must be provided for all educators involved with testing. 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. Ensure that Test Administrators who will administer accommodations or accessibility features that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.

### 5.10 Develop a Test Administration Logistics Plan

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

- Identify all students who will be participating in each test (refer to your state’s participation requirements).
- Authorize individuals to serve as Test Administrators.
- Train all relevant staff (refer to Section 5.17).
- Inform students and parents about the PARCC assessment and the availability of practice tests.
- Meet with students to review testing day policies and expectations.
-  Plan for the distribution and collection of testing materials.
 

**Note:** 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.
-  Work with Test Administrators to schedule Sample Items and the Tutorial for their assigned students prior to the PARCC assessment.
  - Designate appropriate testing spaces.
  - Plan ahead to provide accessibility features for all students (identified in advance), and accommodations on test day for students with disabilities, English Learners, and English Learners with disabilities. For computer-based testing, many accessibility features and accommodations are embedded into the testing platform.
    - Review each student’s IEP or 504 Plan (or EL Plan, if required by your state) ahead of time.
    - Prepare a list showing each student and his or her specific accessibility features identified in advance and/or accommodation(s); indicate whether a specific test setting or Test Administrator will be required.
    - Train all Test Administrators who will provide accommodations, including alternate Test Administrators (e.g., Human Signer).
- Schedule test administration sessions and locations.
- Prepare a record of Test Administrators and their students for each unit.
- 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 units and communicate this information to students.

Refer to **Appendix C** for your state’s policy.



Consult with the Technology Coordinator and confirm that all the student computers meet the requirements needed to administer the computer-based test (refer to the *PearsonAccess<sup>next</sup> Online User Guide* for details on infrastructure and system requirements).

### 5.11 Meet with Students

Tell students that they will participate in the PARCC assessment. Announcements similar to regular school announcements should provide sufficient emphasis. Students, and their parents, should be informed of the availability of practice tests at <http://practice.parcc.testnav.com>.

Prior to testing, meet with students and inform them of the schedule for the PARCC assessment. Specify the materials students are allowed to bring with them to testing.

**Students should be aware that cell phones or other electronic devices are prohibited.** 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 may lead to the invalidation of their tests according to state and/or local policy.

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 C** for your state’s policy.

### 5.12 Establish a Testing Schedule

Refer to Section 1.5 for guidance on scheduling sessions. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Units must be administered in order, with the exception of make-up testing.

### 5.13 Administration Considerations for All Students

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

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

### 5.14 Receive, Document, and Store Materials (For Paper-Based Testing Only)

Test Booklets 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 page i for the dates that materials are scheduled to arrive). Refer to **Appendix C** for your state’s policy about shipments. Schools and LEAs who participated in the Fall Block administration may **not** use paper-based materials from the Fall Block administration.

Shrink-wrapped packages can be opened at the school level no earlier than two school days prior to the day of testing. Test Administrators giving the Human Reader, translation for the Mathematics accessibility feature, or the ELA/Literacy accommodation for students with disabilities must be given two full school days to review the items in conjunction with the Human Reader protocol and the audio

guidelines. These procedures are intended to ensure consistency of oral and/or signed presentation. Contact your state assessment office if you have any questions.

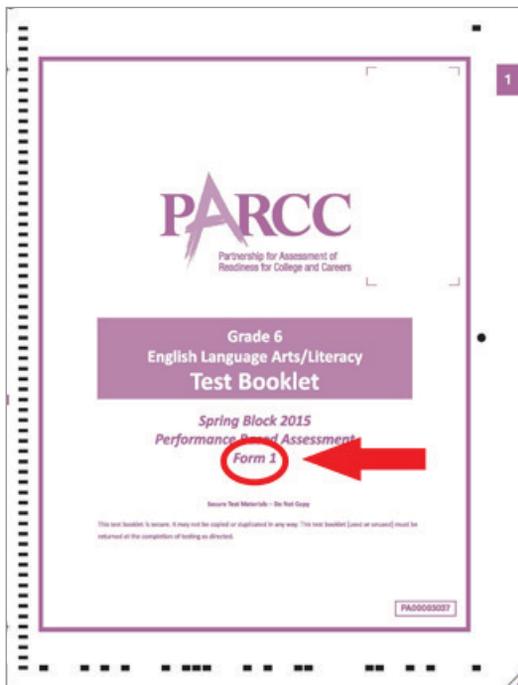
Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-of-Custody Form or other tracking log (refer to Section 2.5). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.
- Remove the resealable package labeled “Test Coordinator Kit.” Review the contents of this package and notify the LEA if additional materials are needed. The kit contains the following items:
  - Resealable plastic bag (holds all materials)
  - Paper bands for bundling and returning Test Booklets
  - Pearson Return Labels for **scorable** materials (scorable and nonscorable labels will be different colors)
  - Pearson Return Labels for **nonscorable** materials (scorable and nonscorable labels will be different colors)
  - UPS Ground Return Labels for **scorable** materials (Maryland will use K2 Logistics as their shipping carrier, refer to Maryland’s state policy pages in **Appendix C** for additional information)
  - UPS Ground Return Labels for **nonscorable** materials (Maryland will use K2 Logistics as their shipping carrier, refer to Maryland’s state policy pages in **Appendix C** for additional information)
  - Pre-printed/pre-gridded Used Test Booklet Return School Header
  - Student ID Labels (one per student)
  - Pearson Return Instructions Sheet
  - Shipping Carrier (i.e., UPS) Return Instructions
- Count through the shrink wrap. Count the materials received to verify against the quantities listed on the school packing list that materials were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals* and Test Booklets for students in the school. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through PearsonAccess<sup>next</sup>. Refer to your state specific policy in **Appendix C** before placing an order.
  - One *Test Administration Manual* will be provided for every 25 students registered in PearsonAccess<sup>next</sup>.
  - Test Booklets will be received in packages of five. Multiple forms will be administered in any given classroom. Refer to Figures 5.0 and 5.1 for where to find the form number on Test Booklets.
- Ensure that any missing or damaged Test Booklets are replaced with an equal quantity. If additional materials are needed, submit an additional order through PearsonAccess<sup>next</sup>. Refer to your state specific policy in **Appendix C** before placing an order.
- Keep all test materials in centrally located locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing using the Chain-of-Custody Form or other equivalent (except when needed for accommodations).
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered. Use these boxes to return the

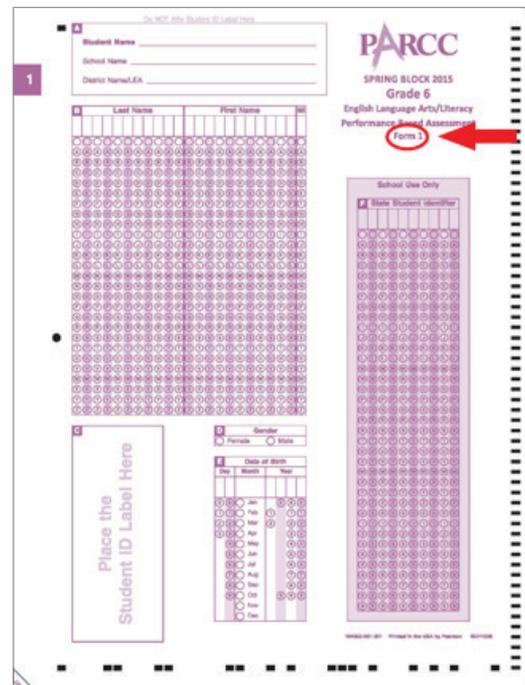
scorable and nonscorable materials when testing is complete. If these boxes are damaged in the original shipment, use sturdy replacement boxes or submit an additional order through PearsonAccess<sup>next</sup>. Refer to your state specific policy in **Appendix C** before placing an order.

- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of Test Booklets listed on the School Packing List.
  - Discovery of a damaged Test Booklet.
  - Discovery of missing or duplicate sequence numbers on any Test Booklets. (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 wrapped pack.) Barcodes for Test Booklets are on the front cover in the lower left-hand corner.

**Figure 5.0 Example of Location of Form Number on Test Booklet Back Cover**



**Figure 5.1 Example of Location of Form Number on a Test Booklet Demographic Page**



### 5.15 Account for Damaged Test Booklets (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged Test Booklets with all other nonscorable materials.

During testing, if a student discovers a damaged Test Booklet, give the student a replacement Test Booklet with the same form number. When the student completes all units, follow the directions for transcription in Sections 7.4 and 7.5. Grid all student demographic information on the replacement Test Booklet. Then follow instructions in Section 6.14 for “Do Not Score” booklets.

### 5.16 Additional Orders

Do not submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

Additional orders may be created, edited, or canceled by users who have been assigned the *Request Additional Order Role* in their PearsonAccess<sup>next</sup> account. Refer to the *User Role Matrix* document for

more information found on the Support page of PearsonAccess<sup>next</sup>.

Additional orders may be placed by submitting an order through the *Orders & Shipment Tracking* page in PearsonAccess<sup>next</sup>. This page can also be used to track orders placed by your organization. If you would like detailed steps for how to order additional orders, visit the *PearsonAccess<sup>next</sup> Training Module* available at <http://parcc.pearson.com/manuals-training>. This module describes the process for ordering additional orders through PearsonAccess<sup>next</sup>.

Be sure to review orders carefully. Quantities should take into account how materials are packaged, and that orders are for the correct test administration, subject, and grade/course. Once an additional order is approved by the state, allow 2–3 business days for the shipment to be shipped.

**Note:** Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for directions on how to submit additional orders. If you would like detailed steps for how to order additional orders, visit the *PearsonAccess<sup>next</sup> Training Module* available at <http://parcc.pearson.com/manuals-training>. This module describes the process for ordering additional orders through PearsonAccess<sup>next</sup>.



- Additional copies of the *Test Coordinator Manual* and/or the *Test Administrator Manual* can be ordered using the additional order process.
- If you have students requiring paper-based accommodated test materials, their student registration import must be completed by the initial order deadline to receive an initial order of accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials.
- If you have students requiring tactile graphics for computer-based testing, these will not be included in the initial order and **must always** be ordered through the additional order process.

### 5.17 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the PARCC assessment, schedule a meeting with them prior to the administration to review their responsibilities. Distribute one *Test Administrator Manual* to each Test Administrator and Proctor 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/manuals-training> or direct them to this location for viewing at their convenience. During the meeting with Test Administrators and Proctors, the School Test Coordinator must 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 is important for ensuring their scores will be a valid and reliable measure of their progress towards college and career readiness.
- Make sure Test Administrators and Proctors understand PARCC policies and procedures, as well as any state specific policies (refer to **Appendix C**), and emphasize the following:
  - Test Administrators and Proctors shall not comment on any student work at any time.
  - Test Administrators and Proctors shall not help students in any way except to clarify the general instructions or provide directions as specified in the *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, including student work on scratch paper, in the PARCC assessment are secure and may not be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review the training plan with Test Administrators and Proctors including those who will be providing accommodations.

- Provide each Test Administrator and Proctors 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 Proctors, and explain how it will be implemented for your school.
- Ensure that Test Administrators and Proctors know which option to follow for students who finish the unit early (refer to **Appendix C** for state specific procedures).
- Explain your school’s plan for chain-of-custody documentation, taking inventory, distributing, collecting, and storing secure test materials using the Chain-of-Custody Form or other tracking log.
- Inform Test Administrators and Proctors of your school’s procedures for make-up testing.
- Inform Test Administrators and Proctors how they can obtain additional materials needed during test administration, such as wooden extra No. 2 pencils and scratch paper.
- Receive signed copies (physical or electronic) of the Security Agreement from Test Administrators and Proctors.
- If applicable, submit copies of signed Security Agreements to the LEA Test Coordinator (refer to **Appendix C** for state specific procedures).
- Answer questions regarding test administration and security protocols.
- Review the tasks for Test Administrators and Proctors to complete before testing.
- Assign logins for PearsonAccess<sup>next</sup> to Test Administrators before testing

### 5.18 Final Preparation for Paper-Based and Computer-Based Testing

Before testing, School Test Coordinators must confirm the following testing activities.

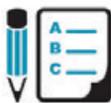
- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent collaboration.
- Ensure testing rooms are clear of all instructional displays (refer to Section 3.8 for prohibited materials).



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

- Confirm that all the student computers meet the requirements needed to administer the computer-based tests
- Confirm that headphones are available for every student taking computer-based tests for ELA/Literacy PBA (except grade 8 for the Spring 2015 administration only) or accommodations/accessibility purposes only
- Print Student Testing Tickets
- Confirm that Proctor Caching activities are complete, if applicable
- Create computer-based test sessions in PearsonAccess<sup>next</sup>
- Print Seal Codes for each unit

**Note:** Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for specific instructions on PearsonAccess<sup>next</sup> tasks.



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 Chain-of-Custody Form or other tracking log. Find the security numbers listed on the secure materials and record them in the Chain-of-Custody Form or Tracking Log. 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 Chain-of-Custody Form 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 Chain-of-Custody Form or other tracking log.

### 5.18.1 Create Test Sessions in PearsonAccess<sup>next</sup> (For Computer-Based Testing Only)

Test Sessions are groupings of individual students who will take the same test at the same time and place. Within PearsonAccess<sup>next</sup> test sessions, School Test Coordinators may need to view or edit test session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Test Sessions will be used to generate and print Student Testing Tickets and Seal Codes.

Scheduling a date and time for a test session in PearsonAccess<sup>next</sup> is intended primarily for planning purposes. A test session will not start until Test Administrators click Start on the Session Details screen, regardless of the scheduled start date and time. You can update the details of each test session (e.g., date, time, location) before a session is started.

**Note:** Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for instructions on logging into PearsonAccess<sup>next</sup> and performing the tasks described in this section.

## 6.0 Administering the PARCC Assessments

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 6.1 only provides a checklist of tasks, refer to Sections 6.2–6.10 for more details.

### 6.1 Tasks for Test Coordinators and Technology Coordinators to Complete DURING Testing

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

CBT/PBT	LTC	STC	TC	Task	Reference
<b>Day of Testing</b>					
		<input type="checkbox"/>		Distribute test materials to Test Administrators.	Section 6.2
		<input type="checkbox"/>	<input type="checkbox"/>	Ensure that Test Administrators have a computer or tablet available.	Section 6.2
		<input type="checkbox"/>		Manage Test Sessions in PearsonAccess <sup>next</sup> .	Section 6.3
		<input type="checkbox"/>		Monitor each testing room to ensure that test administrations and security protocols are followed and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 6.4
	<input type="checkbox"/>	<input type="checkbox"/>		Investigate all security breaches and testing irregularities and follow your state policy for reporting these instances.	Section 2.0
	<input type="checkbox"/>	<input type="checkbox"/>		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 6.4
		<input type="checkbox"/>		Schedule and supervise make-up testing.	Section 6.5
		<input type="checkbox"/>		Create Make-up Test Sessions in PearsonAccess <sup>next</sup> .	Section 6.6
		<input type="checkbox"/>		Follow the protocol for contaminated or damaged test materials and refer to your state policy for reporting these instances.	Sections 6.7 and 6.8
			<input type="checkbox"/>	Respond to all technology related issues.	Section 6.9
		<input type="checkbox"/>		Collect materials from Test Administrators.	Section 6.10

## 6.2 Distribute Test Materials to Test Administrators (Day of Testing)

On the day, but prior to the beginning, of the test, distribute the following materials to Test Administrators:

	<p>PARCC-supplied material</p> <ul style="list-style-type: none"> <li>• Test Booklets</li> </ul> <p><b>Note:</b> It is highly recommended to apply Student ID Labels after the completion of testing. Refer to Section 6.17 for instructions</p> <ul style="list-style-type: none"> <li>• Mathematics Reference Sheets (if administering a Mathematics unit in grades 5–8 and high school)</li> </ul>
	<p>PARCC-supplied material</p> <ul style="list-style-type: none"> <li>• Printed Student Testing Tickets for each student being tested</li> <li>• Printed Seal Codes</li> </ul>

- **School-Supplied Materials**

- Wooden No. 2 pencils with eraser(s)
 

**Note:** Mechanical pencils must not be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Graph, lined or unlined paper is intended for use by students to take notes and work through items during testing.
    - Test Administrators must supply blank scratch paper for each student at the beginning of each unit. Additional pages may be provided during testing as needed.
  - Calculators (refer to Sections 3.2 and 3.3 for additional information)
  - Mathematics Tools for grade 8 and all high school courses (refer to Section 3.4 for additional information)
  - Computers or devices (for CBT) that meet the minimum tech specifications set forth by PARCC (i.e., student should not supply his/her own device for testing)
    - Headphones (refer to Section 3.5 for additional information)
    - Materials necessary for the administration of accommodations or accessibility features
    - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
    - “Testing—Do Not Disturb,” “Go On,” and “Stop” signs to post on the doors of the testing rooms or the board (a copy of this sign is available in **Appendix H**)
  - For computer-based testing, ensure that Test Administrators have a computer or tablet available

## 6.3 Managing Test Sessions in PearsonAccess<sup>next</sup> (Day of Testing; For Computer-Based Testing Only)

Before students can begin testing, Test Administrators will need to log in to PearsonAccess<sup>next</sup> with the user account that was created for them and manually begin each test session. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 6.1 describes the possible statuses for a student.

**Table 6.1 Student Statuses in PearsonAccess<sup>next</sup>**

Status	Description
Ready	The student has not yet started the test.
Active	The student has logged in and started the test.
Exited	The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator).
Resumed	<p>The student has been authorized to resume the test.</p> <p>Resume a test when a student exits a test (either intentionally or unintentionally), before finishing the test and you want the student to continue the same test.</p> <p>Only students in Active or Exited status can be resumed. Students in Ready, Completed, or Marked Complete statuses cannot be resumed.</p>
Resumed-Upload	The student has been authorized to resume the test, and any responses saved locally can be uploaded when the student is ready to continue testing. The student will be prompted to get assistance from the Test Administrator to upload saved responses.
Completed	The test has been submitted by the student through TestNav and the data has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a test complete when a student has exited TestNav and does not resume the same test.

If a student exits TestNav (either unintentionally or intentionally) before completing a test, the Test Administrator must resume the student’s test before the student can continue with same test. Verify that TestNav is shut down for a student before attempting to resume the student in PearsonAccess<sup>next</sup>. When Test Administrators click Resume Test, they are resuming the student’s test from the point at which the test was interrupted. The system will upload any test responses that the student entered after the interruption.

Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for instructions on logging into PearsonAccess<sup>next</sup> and performing the tasks described in this section.

In addition, Test Coordinators must provide each Test Administrator with relevant Seal Codes to be shared with students during testing according to the administration scripts (refer to Figure 6.2 in the *Test Administrator Manuals for Computer-Based Testing*). Ensure that Test Administrators distribute to students only one Seal Code at a time.

#### 6.4 Monitor Test Activity (Day of Testing)

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

School Test Coordinators must ensure that, during each unit of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct unit and section (if applicable).

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.

##### 6.4.1 Guidance for Redirecting Students

The Test Administrator or Proctor may redirect the student’s attention to the test without coaching or

assisting the student in any way. Examples may include:

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

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

#### 6.4.2 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The school or LEA must submit a Form to Report a Testing Irregularity or Security Breach within two days. If the state determines invalidation is warranted, the PARCC State Contact will contact the vendor to process the test invalidation. Your state may have additional guidance on dismissing students for misconduct. Refer to **Appendix C**.



If a student is dismissed, the Test Administrator must exit the student's test in TestNav.

#### 6.4.3 Clarifying Directions During an Administration

Test Administrators are required to adhere to the scripts provided for administering the PARCC assessments. All directions may be repeated as necessary for all students. Test Administrators are permitted to clarify **only** scripted administration instructions after reading the script word-for-word.

Test Administrators and Proctors may not answer or clarify questions from students about test items or passages or assist students in any way in responding to test items.

If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an English Learner, then refer to the *PARCC Accessibility Features and Accommodations Manual* when providing clarifications in a student's native language. Test Administrators and Proctors may not answer or clarify student questions about test items or passages or assist students in any way in responding to test items.

#### 6.4.4 Student Generated Test Item Alerts

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

- Under no circumstances will any school personnel read or review the test item.
- The Test Administrator will instruct the student to proceed with the test and do their best on the item in question.
- The Test Administrator will note the content area, course/grade level, form number, item number, and test format (online or paper) of the item in question and provide that information to the School Test Coordinator. Actual wording from the question should never be included either verbally or in writing.
- Follow your state policy in **Appendix C** for reporting testing irregularities.

### 6.5 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 during make-up testing. For guidelines, refer to Section 1.5.3.

### 6.6 Create Make-up Test Sessions in PearsonAccess<sup>next</sup> (For Computer-Based Testing Only)

If a student is not tested during the regular administration, he or she may be moved into a new make-up test session in PearsonAccess<sup>next</sup> (refer to the directions in the *PearsonAccess<sup>next</sup> Online User Guide*). However, if the student will rejoin the regular administration for any remaining units, it is recommended to leave that student in the original test session in PearsonAccess<sup>next</sup>. For computer-based testing, the test session will need to be kept open until all students in the test session have completed testing.

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

### 6.7 Procedures for Contaminated Test Materials (For Paper-Based Testing Only)

If any test materials (e.g., Test Booklets) become contaminated with bodily fluids (e.g., student becomes ill on a Test Booklet), the following procedures must be followed.

1. The Test Administrator must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. Record the test form number the student was using.
  - d. If possible, record the item number and page number where the student stopped testing.
  - e. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled Test Booklet and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test session prior to the disruption. Testing may then resume.
  - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement Test Booklet, the Test Administrator must provide the student with the same form of a new Test Booklet. The Test Administrator must ensure the student's name is recorded on the front of the replacement Test Booklet for proper identification.
  - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement Test Booklet, the student must be given the opportunity to retake those units, using a different form and replacement Test Booklet, during make-up testing.
4. After testing is complete, the School Test Coordinator must:
  - a. Apply the Student ID Label to the replacement Test Booklet prior to returning.
  - b. Record the security barcode number of the contaminated Test Booklet on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - c. Record the security barcode number of the replacement Test Booklet on the Chain-of-Custody Form.
  - d. If applicable, transcribe the completed response from the contaminated Test Booklet into a replacement one.
    - i. Follow the Guidelines for Transcribing Student Responses in Section 7.4.
    - ii. Return the replacement Test Booklet to Pearson along with the rest of the scorable materials.
  - e. Securely destroy the contaminated Test Booklet according to district biohazard protocols.
  - f. Compile a list of contaminated Test Booklets and maintain it on file for the length of time specified for your state in **Appendix C**.

5. The School Test Coordinator must as soon as reasonably possible notify the state or LEA Test Coordinator according to their policy found in **Appendix C**.

### 6.8 Torn or Damaged Test Booklets (For Paper-Based Testing Only)

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

1. The Test Booklet must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement Test Booklet.
  - a. Answers must be transcribed following the Guidelines for Transcribing Student Responses in Section 7.4.
  - b. The School Test Coordinator must immediately notify the LEA Test Coordinator or the state according to their policy found in **Appendix C**.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement Test Booklet.
3. After testing is complete, the School Test Coordinator must:
  - a. Apply the Student ID label to the replacement Test Booklet.
  - b. Record the security barcode number of the damaged Test Booklet on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - c. Return the replacement Test Booklet to Pearson along with all other scorable materials.
  - d. Pack the damaged Test Booklet with the nonscorable materials and return it to Pearson.
  - e. Compile a list of all damaged Test Booklets and maintain it on file for the length of time specified for your state in **Appendix C**.

### 6.9 Tasks for Technology Coordinator DURING Testing

Technology Coordinators should be on hand to help address any technology issues or service interruptions. They should be mindful of test security procedures.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the Call Center when troubleshooting guidance is needed. However, Technology Coordinators must not take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at <https://support.assessment.pearson.com/display/TN/Error+Codes>.

### 6.10 Collect Materials from Test Administrators (After Each Unit)

Immediately after each unit in each grade/course, collect the test materials listed below from Test Administrators and document them on the Chain-of-Custody Form.

- All used Test Booklets
- All unused Test Booklets
- Used and unused scratch paper
- PARCC-supplied Mathematics Reference Sheets (if administering a Mathematics unit in grades 5–8 and high school)

At the end of each day of testing, ensure all materials from the PARCC assessment have been secured. Take inventory of all Test Booklets to be sure that none are missing; if materials are missing, follow your state-specific steps in **Appendix C**.

**Note:** Be sure to retain *Test Administration Manuals* and *Test Coordinator Manuals* until all of your scheduled PBA and EOY test administrations are complete.

### 6.11 Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. These tasks must be completed after PBA testing and again after EOY testing. Since Section 6.11 only provides a checklist of tasks, refer to Sections 6.12–6.27 for more details.

CBT/PBT	LTC	STC	TC	Task	Reference
<b>Day of Final Test Unit</b>					
		<input type="checkbox"/>		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form. <ul style="list-style-type: none"> <li>Refer to your state policy regarding the handling of missing materials and conduct the necessary investigation</li> <li>Complete the Form to Report Contaminated, Damaged, or Missing Materials, as needed</li> <li>Make copies of all Chain-of-Custody Forms (or any other equivalent materials tracking logs) and Forms to Report a Testing Irregularity or Security Breach and file copies with the LEA Test Coordinator, if appropriate in your state or LEA. The Chain-of-Custody Form helps certify that all materials have been accurately tracked and is available in your shipping materials</li> </ul>	Section 6.12
		<input type="checkbox"/>		Ensure Test Sessions have been finished by Test Administrators in PearsonAccess <sup>next</sup> . <ul style="list-style-type: none"> <li>All testing devices should be logged off of TestNav</li> <li>Test should be marked complete for students that did not complete testing (may be in an Active, Exited, Resumed, or Resumed-Upload status)</li> <li>Remove students in a Ready status from Test Sessions</li> <li>After all students are in a Completed or Marked Complete status, stop the Test Session</li> </ul>	Section 6.13
		<input type="checkbox"/>	<input type="checkbox"/>	Notify the Technology Coordinator that all testing is complete and have him or her purge the cached test content.	<i>PearsonAccess<sup>next</sup> Online User Guide</i>

<b>Within One Week of Final Test Unit</b>					
		<input type="checkbox"/>		Organize and return test materials: <ul style="list-style-type: none"> <li>Mark Test Booklets “Do Not Score” or with an “X” <b>only</b> as instructed in Section 6.14</li> <li>Apply Student ID Labels to Test Booklets</li> <li>Complete a Used Test Booklet Return School Header for each course and band together used Test Booklets using PARCC-supplied paper bands</li> <li>Assemble, seal, and label boxes for return shipment. <b>Note:</b> Box scorable and nonscorable materials separately, as they go to different addresses</li> <li>Contact UPS to schedule return of scorable and nonscorable test materials</li> <li>Ensure successful pickup of test materials by UPS</li> </ul>	Sections 6.14–6.23
		<input type="checkbox"/>		Destroy scratch paper written on by students and PARCC-supplied Mathematics Reference Sheets (for grades 5–8 and high school) written on by students.	Section 6.24
		<input type="checkbox"/>		Destroy all printed Student Testing Tickets and Seal Codes.	Section 6.24

	<input type="checkbox"/>	Recycle <i>Test Administrator Manuals</i> (after EOY), blank or unused scratch paper, and unused PARCC-supplied Mathematics Reference Sheets (for grades 5–8 and high school).	Section 6.25
	<input type="checkbox"/>	Complete Post-Test Certification Form.	Section 6.26
	<input type="checkbox"/>	Keep records according to your state’s policy.	Section 6.27

Within One Week of the End of Each Administration*			
	<input type="checkbox"/>	Resolve alerts in PearsonAccess <sup>next</sup> .	<i>PearsonAccess<sup>next</sup> Online User Guide</i>

\*For paper-based testing, the one week timeline begins after all paper materials have been received and processed by Pearson.

### 6.12 Collect Materials from Test Administrators (After Final Unit)

Immediately after the final unit is administered, collect the test materials listed below from Test Administrators and document them on the Chain-of-Custody Form or other tracking log.

	<ul style="list-style-type: none"> <li>All used Test Booklets</li> <li>All unused Test Booklets</li> </ul> <p>Test Booklets are considered used in any instance where a student has tested, including incomplete or partially complete Test Booklets.</p>
	<ul style="list-style-type: none"> <li>Student Testing Tickets</li> <li>Seal Codes</li> <li>Student rosters containing TestNav usernames and passwords</li> </ul>

- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- Test Administrator Manual*
- PARCC-supplied Mathematics Reference Sheets (if administering a Mathematics unit in grades 5–8 and high school)

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

Organize used and unused Test Booklets into separate stacks to prepare them for return to your LEA or Pearson per your state shipping policy.

### 6.13 Post-Test Cleanup Activities

After all students have completed all units of the test and submitted their responses, make sure test sessions have been stopped. Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for specific instructions.

PearsonAccess<sup>next</sup> Test Sessions cannot be stopped until:

- All students are in completed or marked complete status (refer to the *PearsonAccess<sup>next</sup> Online User Guide* for complete instructions)
- Students in Ready status have been moved to a make-up PearsonAccess<sup>next</sup> Test Session or have been removed from the test session (refer to the *PearsonAccess<sup>next</sup> Online User Guide* for complete instructions)

If a student exits the test and will not resume testing or if a student accidentally exited a test instead of clicking Submit, Test Administrators or School Test Coordinators must manually mark that student's test complete. Before marking a student's test complete, ensure that you understand the reason the student exited the test without submitting it. This reason must be entered in PearsonAccess<sup>next</sup>. Do not mark a student's test complete if the student was absent and is still in Ready status. Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for specific instructions.

**Note:** Students should not Submit the test in between units. Between units, students should exit and save the test. When the next unit begins, the Test Administrator will need to resume each student. Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for instructions. All absent students who were unable to participate in make-up testing must be marked in PearsonAccess<sup>next</sup> as absent. Additional information is available at <http://avocet.pearson.com/PARCC/Home>.

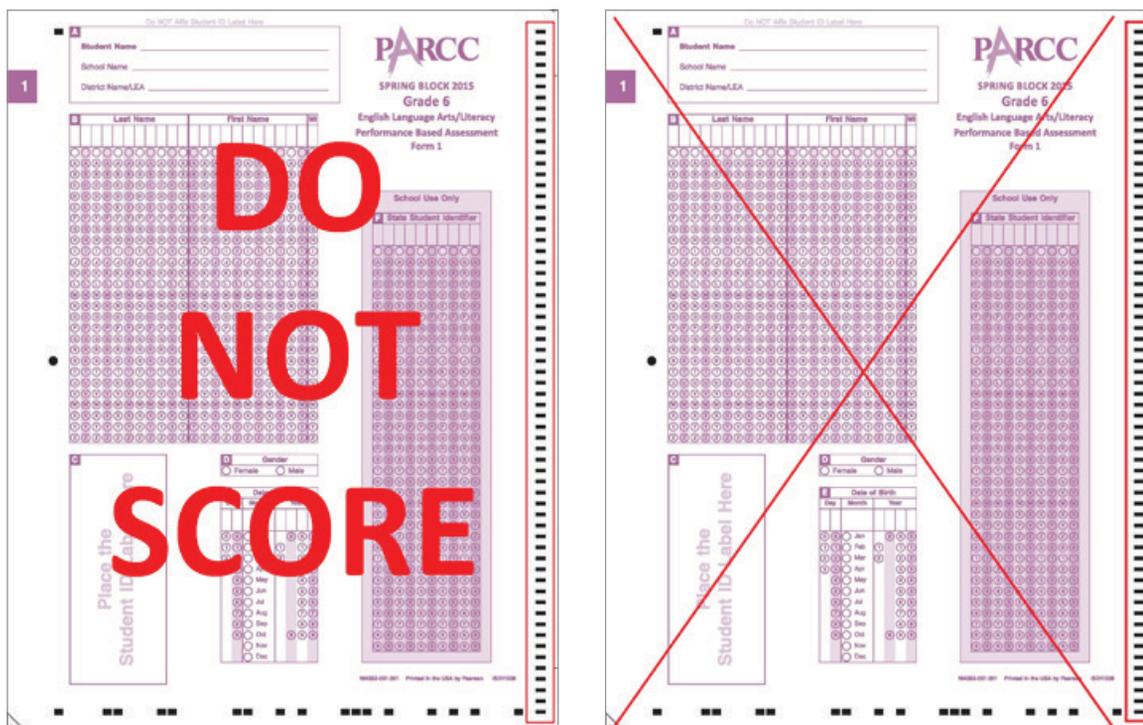
#### 6.14 “Do Not Score” Test Booklets (For Paper-Based Testing Only)

Mark these Test Booklets with “Do Not Score” or an “X” in large font on the Student ID page, ensuring not to write over the barcode (refer to Figure 6.1). Return these Test Booklets with nonscorable materials for the following circumstances:

- The Test Booklet is damaged (and has been transcribed).
- Unused Test Booklets that have Student ID Labels applied.
- It is a Large Print or Braille Test Booklet and student responses have been transcribed into a corresponding form-level consumable Test Booklet for processing/scoring (refer to transcription instructions in Section 7.4).

Scorable and nonscorable materials must be collected and returned within one week of completion of the PBA administration for all PBA materials and within one week of completion of the EOY administration for all EOY materials. Schools should keep only the *Test Coordinator Manuals* and *Test Administrator Manuals* between administrations, to be recycled after the EOY.

**Figure 6.1 Do Not Score Test Booklet**



**6.15 Reporting Contaminated Test Booklets (For Paper-Based Testing Only)**

If a Test Booklet 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 Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**. The School Test Coordinator must ensure that the materials are securely destroyed and documented using the Chain-of-Custody Form or other tracking log. Refer to Section 6.7 for how to handle contaminated test materials.

**6.16 Lost Paper-Based Assessment Materials (For Paper-Based Testing Only)**

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 C**.

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. Complete the Form to Report a Testing Irregularity or Security Breach and file copies with the LEA Test Coordinator, if appropriate in your state or LEA.

**6.17 Apply Student ID Labels (For Paper-Based Testing Only)**

Information provided by LEAs and schools during Student Registration Import 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. It is recommended that schools apply the Student ID Labels after testing. However, schools may apply them before testing, if recommended by your state.

Figure 6.2 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 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.
- Parents and 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 in Box C located in the lower left-hand corner of the front page (refer to Figure 6.3).

Figure 6.3 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 ID Label is affixed to a Test Booklet and the student information is later discovered to be incorrect, a blank Test Booklet must be gridded. Refer to Section 7.4 for instructions on PARCC’s policy on how to transcribe student responses into a new Test Booklet.

### 6.18 Guidance for Hand Gridding Demographic Pages (For Paper-Based Testing Only)

If there is no Student ID Label available for the student, all information on the student demographic data grid (refer to Figure 6.3 Boxes B, and D through F) must be marked using a wooden No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased. Test Administrators will instruct students to complete Box A during testing—all other boxes (except for Box C) will be completed by a Test Administrator or School Test Coordinator.

Information hand gridded on demographic pages and returned to Pearson will not override the school’s Student Registration Import file submitted through PearsonAccess<sup>next</sup>. If there is a discrepancy between information included in the Student Registration Import file and what is hand gridded on the demographic pages, states will be alerted and will need to determine which is correct.

**Table 6.0 Instructions for Hand Gridding Demographic Pages**

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

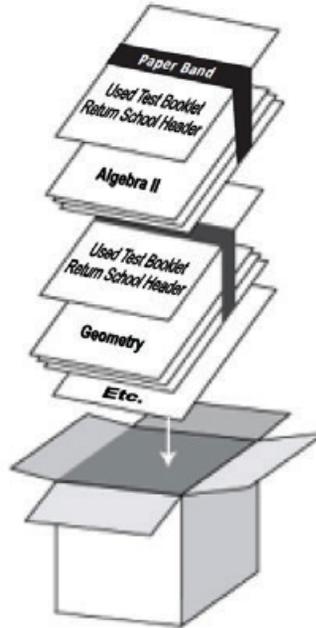
**6.19 Prepare Materials for Packing (For Paper-Based Testing Only)**

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. Materials must be packed according to the school level, NOT the district level.

- **Scorable materials**
  - Used Test Booklets
  - Transcribed Test Booklets
- **Nonscorable materials**
  - Unused Test Booklets (including for absent students)
  - Used Test Booklets that have been marked “Do Not Score”
  - Large Print Test Booklets
  - Braille Test Booklets



Figure 6.5 Packing Diagram for Scorable Test Materials



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

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

Locate the resealable package labeled Test Coordinator Kit. This package contains Pearson scorable materials return shipping labels. Refer to Figure 6.6 for sample PBA and EOY labels.

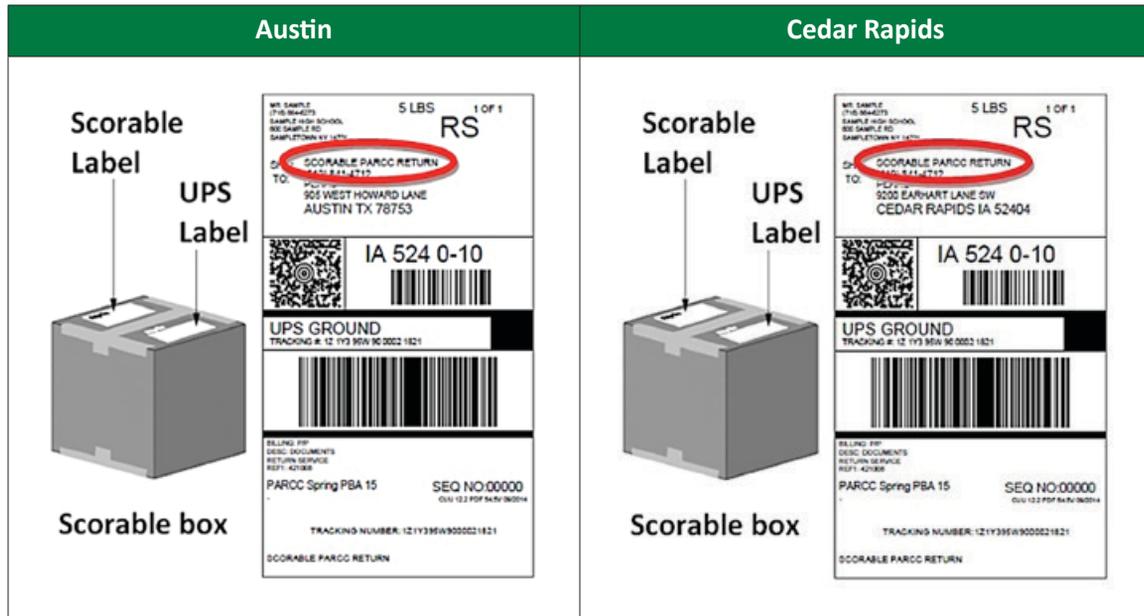
- Place one scorable materials return shipping label on top of each box.
- Count the total number of boxes.
- On the line that reads “SCH: BOX \_ OF \_” fill in the sequence of boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3).
- Do not write anything else on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

Find a UPS scorable return label in the resealable package labeled “Test Coordinator Kit.” Apply one UPS label with “SCORABLE” to the top of each box of scorable materials as shown in Figure 6.7.

Figure 6.6 Sample Pearson Scorable Materials Return Shipping Label

PBA Scorable Materials		
	District Return Label	School Return Label
Austin	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1            CITY NAME, XX 10001-0001 DIST: BOX ____ OF ____            SCHOOL: _____            SCH: BOX ____ OF ____  <b>PARCC SPR15-PBA SCORABLE</b>            PEARSON            905 WEST HOWARD LANE            AUSTIN, TX 78753            PARCC SPRING 2015-PBA SCORABLE TEST MATERIALS            621-233-XX1 0039493683 ANS</p>	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1 123            CITY NAME, XX 10001-0001 DIST: BOX ____ OF ____            SCHOOL NAME 1 123            SCH: BOX ____ OF ____  <b>PARCC SPR15-PBA SCORABLE</b>            PEARSON            905 WEST HOWARD LANE            AUSTIN, TX 78753            PARCC SPRING 2015-PBA SCORABLE TEST MATERIALS            621-233-XX1 0039493683 ANS</p>
Cedar Rapids	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1            CITY NAME, XX 10001-0001 DIST: BOX ____ OF ____            SCHOOL: _____            SCH: BOX ____ OF ____  <b>PARCC SPR15-PBA SCORABLE</b>            PEARSON            9200 EARNHART LANE SW            CEDAR RAPIDS, IA 52404            PARCC SPRING 2015-PBA SCORABLE TEST MATERIALS            621-233-XX1 0039493682 ANS</p>	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1 123            CITY NAME, XX 10001-0001 DIST: BOX ____ OF ____            SCHOOL NAME 1 123            SCH: BOX ____ OF ____  <b>PARCC SPR15-PBA SCORABLE</b>            PEARSON            9200 EARNHART LANE SW            CEDAR RAPIDS, IA 52404            PARCC SPRING 2015-PBA SCORABLE TEST MATERIALS            621-233-XX1 0039493682 ANS</p>
EOY Scorable Materials		
	District Return Label	School Return Label
Austin	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1            CITY NAME, YY 10001-0001 DIST: BOX ____ OF ____            SCHOOL: _____            SCH: BOX ____ OF ____  <b>PARCC SPR15-EOY SCORABLE</b>            PEARSON            905 WEST HOWARD LANE            AUSTIN, TX 78753            PARCC SPRING 2015-EOY SCORABLE TEST MATERIALS            621-234-YY1 0039493684 ANS</p>	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1 123            CITY NAME, YY 10001-0001 DIST: BOX ____ OF ____            SCHOOL NAME 1 123            SCH: BOX ____ OF ____  <b>PARCC SPR15-EOY SCORABLE</b>            PEARSON            905 WEST HOWARD LANE            AUSTIN, TX 78753            PARCC SPRING 2015-EOY SCORABLE TEST MATERIALS            621-234-YY1 0039493684 ANS</p>
Cedar Rapids	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1            CITY NAME, YY 10001-0001 DIST: BOX ____ OF ____            SCHOOL: _____            SCH: BOX ____ OF ____  <b>PARCC SPR15-EOY SCORABLE</b>            PEARSON            9200 EARNHART LANE SW            CEDAR RAPIDS, IA 52404            PARCC SPRING 2015-EOY SCORABLE TEST MATERIALS            621-234-YY1 0039493685 ANS</p>	<p>DISTRICT NAME P-0254 S-00010            DISTRICT ADDRESS 1 123            CITY NAME, YY 10001-0001 DIST: BOX ____ OF ____            SCHOOL NAME 1 123            SCH: BOX ____ OF ____  <b>PARCC SPR15-EOY SCORABLE</b>            PEARSON            9200 EARNHART LANE SW            CEDAR RAPIDS, IA 52404            PARCC SPRING 2015-EOY SCORABLE TEST MATERIALS            621-234-YY1 0039493685 ANS</p>

Figure 6.7 Placement of Labels on Return SCORABLE Shipping Box



## 6.22 Return Nonscorable Materials (For Paper-Based Testing Only)

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

Place all nonscorable materials in the shipping boxes. Do not place more than one school's materials in a box.

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 Pearson nonscorable materials return shipping labels. Refer to Figure 6.8 for sample Pearson PBA and EOY labels.

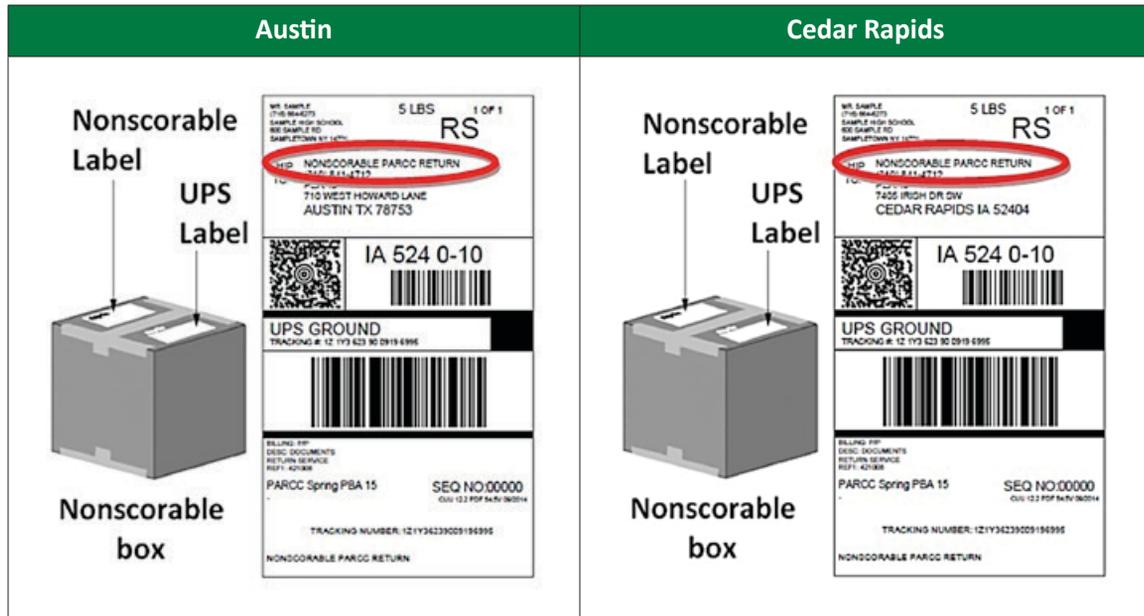
- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of boxes.
- On the line that reads Change to read "SCH: BOX \_ OF \_" fill in the sequence of boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3).
- Do not write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

Find a UPS return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with "NONSCORABLE" to the top of each box of nonscorable materials as shown in Figure 6.9.

Figure 6.8 Sample Pearson Nonscorable Materials Return Shipping Label

PBA Nonscorable Materials		
	District Return Label	School Return Label
Austin	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1                      CITY NAME, XX 10001-0001 DIST: BOX OF                      SCHOOL:                      SCH: BOX OF  <b>PARCC SPR15-PBA NONSCORABLE</b>                      PEARSON                      710 WEST HOWARD LANE                      AUSTIN, TX 78753                      PARCC SPRING 2015-PBA NONSCORABLE TEST MATERIALS                      621-233-XX2 0039493687 SEC</p>	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1 123                      CITY NAME, XX 10001-0001 DIST: BOX OF                      SCHOOL NAME 1 123                      SCH: BOX OF  <b>PARCC SPR15-PBA NONSCORABLE</b>                      PEARSON                      710 WEST HOWARD LANE                      AUSTIN, TX 78753                      PARCC SPRING 2015-PBA NONSCORABLE TEST MATERIALS                      621-233-XX2 0039493687 SEC</p>
Cedar Rapids	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1                      CITY NAME, XX 10001-0001 DIST: BOX OF                      SCHOOL:                      SCH: BOX OF  <b>PARCC SPR15-PBA NONSCORABLE</b>                      PEARSON                      7405 IRISH DRIVE SW                      CEDAR RAPIDS, IA 52404                      PARCC SPRING 2015-PBA NONSCORABLE TEST MATERIALS                      621-233-XX2 0039493688 SEC</p>	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1 123                      CITY NAME, XX 10001-0001 DIST: BOX OF                      SCHOOL NAME 1 123                      SCH: BOX OF  <b>PARCC SPR15-PBA NONSCORABLE</b>                      PEARSON                      7405 IRISH DRIVE SW                      CEDAR RAPIDS, IA 52404                      PARCC SPRING 2015-PBA NONSCORABLE TEST MATERIALS                      621-233-XX2 0039493688 SEC</p>
EOY Nonscorable Materials		
	District Return Label	School Return Label
Austin	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1                      CITY NAME, YY 10001-0001 DIST: BOX OF                      SCHOOL:                      SCH: BOX OF  <b>PARCC SPR15-EOY NONSCORABLE</b>                      PEARSON                      710 WEST HOWARD LANE                      AUSTIN, TX 78753                      PARCC SPRING 2015-EOY NONSCORABLE TEST MATERIALS                      621-234-YY2 0039493680 SEC</p>	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1 123                      CITY NAME, YY 10001-0001 DIST: BOX OF                      SCHOOL NAME 1 123                      SCH: BOX OF  <b>PARCC SPR15-EOY NONSCORABLE</b>                      PEARSON                      710 WEST HOWARD LANE                      AUSTIN, TX 78753                      PARCC SPRING 2015-EOY NONSCORABLE TEST MATERIALS                      621-234-YY2 0039493680 SEC</p>
Cedar Rapids	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1                      CITY NAME, YY 10001-0001 DIST: BOX OF                      SCHOOL:                      SCH: BOX OF  <b>PARCC SPR15-EOY NONSCORABLE</b>                      PEARSON                      7405 IRISH DRIVE SW                      CEDAR RAPIDS, IA 52404                      PARCC SPRING 2015-EOY NONSCORABLE TEST MATERIALS                      621-234-YY2 0039493689 SEC</p>	<p>DISTRICT NAME P-0254 S-00010                      DISTRICT ADDRESS 1 123                      CITY NAME, YY 10001-0001 DIST: BOX OF                      SCHOOL NAME 1 123                      SCH: BOX OF  <b>PARCC SPR15-EOY NONSCORABLE</b>                      PEARSON                      7405 IRISH DRIVE SW                      CEDAR RAPIDS, IA 52404                      PARCC SPRING 2015-EOY NONSCORABLE TEST MATERIALS                      621-234-YY2 0039493689 SEC</p>

Figure 6.9 Placement of Labels on Return NONSCORABLE Shipping Box



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

Note that Figure 6.10 is an example of a PBA scorable generic return label. Each administration (PBA and EOY) includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Red Labels**—PBA Scorable Materials Return Shipping Label/PBA Scorable Generic Return Label
- **Green Labels**—EOY Scorable Materials Return Shipping Label/EOY Scorable Generic Return Label
- **Purple Labels**—PBA Nonscorable Materials Return Shipping Label/PBA Nonscorable Generic Return Label
- **Yellow Labels**—EOY Nonscorable Materials Return Shipping Label/EOY Nonscorable Generic Return Label

Figure 6.10 Sample Pearson Generic Return Label

PBA Materials		
	Scorable Return Label	Nonscorable Return Label
Austin		
Cedar Rapids		
EOY Materials		
	Scorable Return Label	Nonscorable Return Label
Austin		
Cedar Rapids		

### 6.23 Contact UPS to Schedule Pickup (For Paper-Based Testing Only)

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

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

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

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

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

### 6.24 Materials To Be Securely Destroyed

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

- Scratch paper written on by students during testing
- Mathematics Reference Sheets (grades 5–8 and high school)



- Printed Student Testing Tickets
- Printed Seal Codes
- Any other school-generated reports or documents, which contain personally identifiable student information
- Student rosters containing TestNav usernames and passwords
- All accommodated materials (excludes PARCC-supplied materials for Large Print, Braille, and Human Reader administration).

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

### 6.25 Materials To Be Recycled

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

- *Test Administration Manuals* (after EOY)
- Blank or unused scratch paper

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

**Note:** Do not recycle manuals until after the EOY administration.

### 6.26 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely shredded or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test

Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to **Appendix F** for a copy of the form. Refer to your state policy in **Appendix C** for guidance on this form.

### 6.27 Keeping Records

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

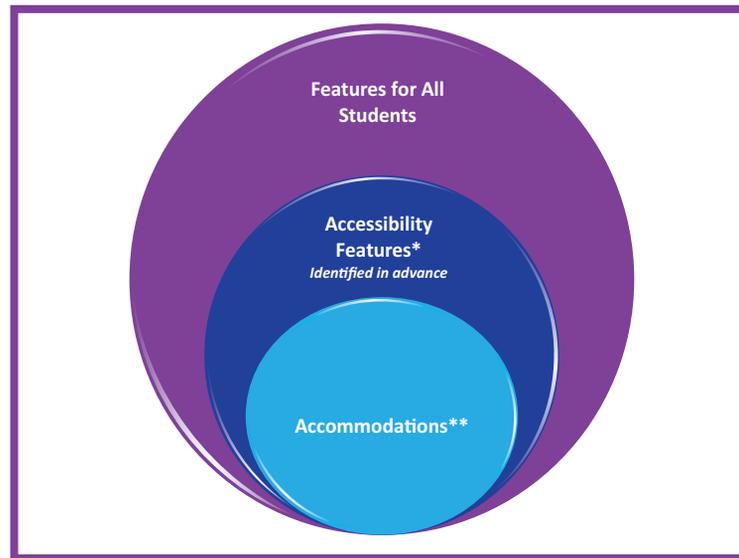
- Copies of all signed Security Agreements (refer to **Appendix B**)
- Chain-of-custody documentation (refer to Section 2.5)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both Test Administrator and Proctors), names of students assigned to that group
-  The security barcode for testing documents assigned to each student
- If applicable, copies of any Forms to Report a Testing Irregularity or Security Breach
- If applicable, copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- If applicable, a copy of your signed Post-Test Certification Form

## 7.0 Accessibility Features and Accommodations

### 7.1 Administering Accessibility Features and Accommodations

Through a combination of universal design principles and computer-embedded accessibility features, PARCC has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students. Although accommodations may still be needed for some students with disabilities and English Learners to assist in demonstrating what they know and can do, the computer-embedded accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diversity of students being assessed.

**Figure 7.0 The PARCC Accessibility System**



\* Available to all participating students

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

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

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

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

For guidance on selection and administration of accessibility features and accommodations, refer to the *PARCC Accessibility Features and Accommodations Manual* (3rd Edition) available online at <http://parcc.pearson.com/>.

## 7.2 Personal Needs Profile (PNP)

In order to individualize the testing experience and enhance access to the PARCC assessments for all students, an online Personal Needs Profile of each student's testing needs will be created before the assessments are administered. The purpose of the PNP is to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment. The PNP serves three functions:

- Capture pre-test information about accommodations and accessibility features that need to be identified in advance
- Indicate when embedded features in TestNav need to be enabled
- Communicate shipping needs (e.g., Braille, Large Print, etc.)

Any paper-based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the Student Registration File Import (e.g., Large Print, Braille with Tactile Graphics, Human Reader or Human Signer for ELA/Literacy Kits, Paper Test for Online Students, and Spanish Paper Mathematics Assessments).

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

### 7.2.1 Process for Populating the PNP File

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

An optional tool for educators to capture information about a student's accessibility features and accommodations is available at <http://parcconline.org/parcc-accessibility-features-and-accommodations-manual>. This tool can be used to capture the information needed to fill out a student's PNP.

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the PNP to PearsonAccess<sup>next</sup> as described in the Personal Needs Profile Field Definitions document. The PNP file must be uploaded for both PBA and EOY.

### 7.3 Administration Guidance in the *PARCC Accessibility Features and Accommodations Manual*

The *PARCC Accessibility Features and Accommodations Manual* is available online at <http://PARCConline.org/PARCC-accessibility-features-and-accommodations-manual>.

#### 7.3.1 Guidance for Human Readers, Scribes, and Extended Time

Test Administrators providing the Human Reader accommodation for English Language Arts/Literacy and accessibility feature for Mathematics must also refer to the following administration guidance in the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix B:** Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments
- **Appendices I and J:** Audio Guidelines for the ELA/Literacy and Mathematics Assessments, used to ensure consistency in how items are read

Test Administrators providing the human scribe must also refer to the following administration guidance in the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix C:** Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription

Test Administrators providing extended time accommodations must also refer to **Appendix E:** Guidance for Selecting and Administering the Extended Time Accommodation.

For information on students using assistive technologies on the PARCC assessments, administrative guidance will be posted and continually updated on the PARCC website at <http://PARCConline.org/PARCC-accessibility-features-and-accommodations-manual>.

#### 7.3.2 Special Accommodations Circumstances

For special circumstances regarding the administration of accommodations, refer to the appendices of the *PARCC Accessibility Features and Accommodations Manual*:

- **Appendix F:** Unique Accommodation Request Form
- **Appendix G:** Emergency Accommodation Form
- **Appendix H:** Student Accommodation Refusal Form

For your convenience, these forms are available in the appendices of this manual.

#### 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 on an individual basis. Approval will be given **ONLY IF** the requested accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements).

All unique accommodations requests must be submitted for approval using a Unique Accommodations form available in **Appendix G** of this manual. All Unique Accommodation forms must be received by each PARCC state assessment office **at least six weeks before the PARCC assessment**. For additional information on where to submit your Unique Accommodations Forms, refer to **Appendix C** for additional information on your state's policy.

#### Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires

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

This form must be completed and maintained in the student’s assessment file. The parent must be notified that an emergency accommodation was provided. For additional information on where to submit your Emergency Accommodations Forms, refer to **Appendix C** for additional information on your state’s policy.

### Refusal of Accommodations

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

### 7.4 Guidelines for Transcribing Student Responses for Paper-Based Testing

Certain situations will require a student’s responses to be transcribed to a standard, scorable Test Booklet. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet, or in an incorrect Test Booklet.
- A student takes the test using a special test format and answers must be transcribed (e.g., Large Print, Braille).
- 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 on blank paper, instead of on the required Test Booklet.
- A Test Booklet 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 persons will be a transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Your state may have additional guidelines. Refer to **Appendix C** for additional information on your state’s policy.
2. The student’s response must be transcribed verbatim into the Test Booklet. Exception: A scribe for a student who signs his or her responses in ASL will write the student’s responses in English. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation in the *PARCC Accessibility Features and Accommodations Manual* for guidance and an example. The student’s original response in a Test Booklet should be returned with secure test materials. The LEA Test Coordinator or School Test

Coordinator should write “DO NOT SCORE” or draw an “X” in large font on the front of the original Test Booklet or other document. Do not cover the barcode. Return them with nonscorable test materials.

3. Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student’s responses onto the paper form of the PARCC Assessments.
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely shredded.

## 7.5 Procedures for Transcribing Student Responses for Computer-Based Testing

### Selected Response and Technology-Enhanced Items

For selected response and technology-enhanced items, student responses must be entered into TestNav during the test session by the Test Administrator. Once the student reaches the end of the unit with all Selected Response and Technology Enhanced Items completed, the Test Administrator should have the student **EXIT** the test but **NOT** submit the test.

### Constructed Response Items

During administration of computer-based PARCC assessments, students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator before the online testing window closes. In these situations, the following steps must be followed.

- As the student encounters constructed responses, he or she should use his or her device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.
- Once the student reaches the end of the unit, the Test Administrator should have the student **EXIT** the test but **NOT** submit the test.
- The Test Administrator must set the test to Resumed status within PearsonAccess<sup>next</sup>. Refer to the *PearsonAccess<sup>next</sup> Online User Guide* for instructions on how to resume students.
- The Test Coordinator must **unlock ALL sections through PearsonAccess<sup>next</sup>** for a scribe to go back in and transcribe student responses.
- Once the test has been unlocked, the Test Administrator must log into TestNav as the student and navigate to the items for transcription.
- At least two persons must be present during any transcription of student responses. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Your state may have additional guidelines. Refer to **Appendix C** for additional information on your state’s policy.
- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student’s responses onto the online form of the PARCC Assessments.
- The student’s responses must be transcribed **verbatim** into TestNav. Exception: A scribe for a student who signs his or her responses in ASL will write the student’s responses in English. Refer to **Appendix C: Protocol for the Use of the Scribe Accommodation in the PARCC Accessibility Features and Accommodations Manual** for guidance and an example.
- Once all items have been transcribed, the Test Administrator will submit the test.
- After transcription is complete, all original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely shredded.

# **Appendix A**

## **Glossary of**

### **PARCC-Specific Terminology**



## Glossary of PARCC-Specific Terminology

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

Term	Definition
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, 504 Plan, or EL Plan. More information on PARCC accommodations is available at <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a> .
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the PARCC assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Administration Time</b>	Administration Time is the total time schools should schedule for each unit, including the Unit Testing Time and the approximate times shown in Table 1.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
<b>Educators</b>	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).
<b>IEP, 504 Plan, or EL Plan</b>	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.
<b>Local Education Agency (LEA)</b>	Commonly referred to as a school district, an LEA oversees local schools.
<b>LEA Test Coordinator</b>	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.

Term	Definition
<b>PearsonAccess<sup>next</sup></b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the PARCC assessments. PearsonAccess <sup>next</sup> requires username and password setup. More information about setup and operation for the PARCC assessments is available in the <i>PearsonAccess<sup>next</sup> Online User Guide</i> .
<b>Personal Needs Profile (PNP)</b>	The Personal Needs Profile (PNP) is a collection of student information regarding a student’s testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC assessment.
<b>Principal or Designee</b>	An individual at the school level who may serve as a School Test Coordinator and is responsible for the overall coordination of test administration.
<b>Proctor</b>	An individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator.
<b>School Test Coordinator</b>	The one individual at the school level responsible for the overall coordination of test administration.
<b>Section</b>	A portion of a Mathematics unit – calculator section and non-calculator section.
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to Test Booklets. For both the paper-based and computer-based administrations, secure materials also refer to Mathematics Reference Sheets written on by students and scratch paper written on by students.
<b>Security Agreement</b>	An agreement read, acknowledged, and signed by all staff involved in the administration, handling, and/or distribution/coordination of the PARCC assessment (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 <b>Appendix C</b> to determine how long schools and LEAs in your state must maintain electronic copies of signed Security Agreements.
<b>Security Breaches</b>	Any action that compromises test security or score validity.
<b>Session</b>	A session includes all of the units for a subject and may be scheduled across one or more days. Sessions are scheduled by subject and the group of students testing that subject together (as set up in PearsonAccess <sup>next</sup> for computer-based testing).
<b>Storage Area</b>	A locked location with limited access where materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked.
<b>Test Administrator</b>	An individual at the school ultimately responsible for administering the assessment.
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>Testing Irregularity</b>	An instance or activity during testing that affects the integrity or security of the PARCC assessment and must be reported to the principal or designee immediately. Examples of testing irregularities are outlined in Section 2.7.2.
<b>TestNav</b>	The browser-based application used to administer the computer-based PARCC assessment is available at <a href="http://PARCC.testnav.com">http://PARCC.testnav.com</a> .

Term	Definition
<b>Unit</b>	Each subject (or session) of the PARCC assessments is comprised of units. Figure 1.0 in Section 1.2 maps an example of the the PBA and EOY administrations. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 1.5.2 of this manual provide unit details.
<b>Unit Testing Time</b>	Unit Testing Time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.



# Appendix B

## Security Agreement



# 2014–2015 PARCC Assessment Security Agreement

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

## For School Test Coordinators

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

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

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

## For Test Administrators and Proctors

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

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

\_\_\_\_\_  
First Name (print)

\_\_\_\_\_  
Last Name (print)

Role

School Test Coordinator    Technology Coordinator    Test Administrator    Proctor    Other: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

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



# Appendix C

## State Policy Addendum

**Note:** This appendix will provide state specific information for states participating in the Spring 2015 Administration. Those states are: Arkansas, Colorado, District of Columbia, Illinois, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island.

If a state specific policy is not provided for a particular issue, follow the protocols as outlined in this manual.

If you have a state-specific question, contact your state.

## Arkansas

<p>PARCC State Contact For questions about PARCC and state policies, contact your state's assessment office.</p>		
Telephone	Email	Fax
501-682-4558	<a href="mailto:PARCC@Arkansas.gov">PARCC@Arkansas.gov</a>	501-682-4886

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>PBA: March 9 – April 10, 2015 *No testing March 23 – 27 (uniform spring break) EOY: April 27 – May 22, 2015 Specific paper-based testing administration dates can be found on the Arkansas Department of Education website.</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators must be certified education professionals.</li> <li>Test Administrators must be certified education professionals.</li> <li>Proctors (paraprofessionals) do not need to be certified education professionals but must be trained in test security, administration policies, and procedures.</li> <li>Proctors (paraprofessionals) may not administer the test or handle secure materials.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	State will complete Student Registration Data Import
<b>State-specific Procedures for Safety Threats and Severe Weather</b>	2.9	The District Test Coordinator must call the ADE Office of Student Assessment to report the incident as soon as possible. Specific directions for test administration may be provided at that time. The DTC must contact the ADE when testing is resumed. A more detailed report should be submitted to the ADE after testing has concluded.
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>State Assessment Office may conduct observation visits.</li> <li>Representatives from the ADE will visit schools to monitor testing to ensure that standardized testing procedures are being followed.</li> <li>District may conduct observation visits.</li> <li>Principal may conduct observation visits</li> <li>Parcc Inc. may conduct observation visits, but must be arranged through state and district prior to observation.</li> </ul>
<b>State-specific Procedures for Accessibility and Accommodation</b>	5.3 7.0	The PARCC Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for English Language Arts/Literacy Assessments Form ( <b>Appendix D</b> ) is optional.

Issue	TCM Section	State Policy
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>School districts must submit the completed PARCC Unique Accommodations Request Form (<b>Appendix F</b> on the Accessibility Features and Accommodations Manual webpage) to the Office of Student Assessment for approval at least three weeks prior to the assessment administration. The Use of an Emergency Accommodation on a PARCC Assessment Form (<b>Appendix G</b>) should be completed and provided to the ADE prior to testing.</p>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	<p>School Test Coordinator calls District Test Coordinator immediately upon discovering testing irregularity/ security breach. District Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits <i>Form to Report a Testing Irregularity or Security Breach</i>, (<b>Appendix D</b> of the <i>Test Coordinator Manual</i>) to District Test Coordinator within two school days. The District Test Coordinator submits the form to the state within 2 days.</p>
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	<p>The signed security 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 form must be submitted to the District Test Coordinator. While not required, individuals may also maintain a copy of these forms for their records.</p>
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	<p>If student misconduct requires dismissal from the testing environment, collect and secure the student’s test materials. The School Test Coordinator should contact the District Test Coordinator who will then contact the Office of Student Assessment to report the situation.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	<p>Test materials are shipped to the district and then distributed to schools. Each School Test Coordinator must return test materials to the district. The District Test Coordinator must contact UPS directly to schedule “Return Service” pickup. Materials shall remain in a secure district location until picked up.</p>
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	<p>School calls District Test Coordinator immediately upon discovering missing, damaged, and/or contaminated materials. The school submits <i>Form to Report Contaminated, Damaged, or Missing Materials</i> (<b>Appendix E</b> of the <i>PARCC Test Coordinator Manual</i>) to District Test Coordinator. District Test Coordinator contacts the Office of Student Assessment to report the missing, damaged, and/or contaminated materials.</p>

Issue	TCM Section	State Policy
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below. <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below).</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed)</li> <li>• Textbooks for subjects other than the one being tested</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)</li> </ul>
<b>State-specific Translation Policy</b>	7.1	Only English-language tests may be administered. Student responses in any language other than English will not be scored.
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	Post-Test Certification Form is available in <b>Appendix F</b> of the <i>Test Coordinator Manual</i> . Please complete this form and send to the Arkansas Office of Student Assessment.

## Colorado

PARCC State Contact  
For questions about PARCC and state policies, contact your state’s assessment office.

Telephone	Email	Fax
(303) 866-6849	<a href="mailto:Boyd_s@cde.state.co.us">Boyd_s@cde.state.co.us</a>	(303) 866-6680

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	PBA: 3/9/15-4/3/15 EOY: 4/27/15-5/22/15 If your district was approved for an early testing window, these dates may be slightly different.
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators do not need to be certified education professionals. (STCs do need to be district/school employees).</li> <li>Test Administrators must be education professionals employed by the district/school.                             <ul style="list-style-type: none"> <li>Substitutes may be TAs if they are certified teachers and trained.</li> </ul> </li> <li>Proctors do not need to be certified education professionals.</li> <li>Proctors may administer accommodations, provided they receive appropriate training prior to administration.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	The state will upload grades 3–11 ELA and 3–7 Math. Districts will need to upload all math assignments for 8th graders and high school math.
<b>State-specific Procedures for Safety Threats and Severe Weather</b>	2.9	Procedures are the same as for science and social studies.
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>CDE may conduct observation visits.</li> <li>DAC/or representative may conduct observation visits.</li> <li>Principal may conduct observation visits.</li> <li>Parcc, Inc. and/or state sanctioned representatives may conduct observation visits, if state and DAC notified in advance.</li> </ul>

Issue	TCM Section	State Policy
<b>State-specific Procedures for Accessibility and Accommodations</b>	1.5 5.3 5.14 7.0	<p>Supervised accesses to test materials in advance of testing only for Translation and Human Reader (oral presentation): Test Administrators may have supervised access and will need to follow chain of custody procedures to check materials out and in each day. This time with the materials is to ensure that the Test Administrator understands what can be read to the student using the audio guidelines found in the current PARCC Accessibility Features and Accommodations Manual: <a href="http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual">http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual</a>. Extended Time accommodations must be in a separate location from regular administrations. State law does not allow for the exemption of first year ELs.</p>
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>For request of all accommodations that create a notation on the parent report, DAC must submit Unique Accommodation form for approval by December 15. Unique accommodation documentation must be submitted to CDE no later than December 15. Emergency Accommodation Forms should be kept at the school or district level for three years. If the emergency accommodation requires the student to change from online to paper administration mode, then notify CDE. Administration mode cannot be changed once testing has started.</p>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	<ul style="list-style-type: none"> <li>• School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity/security breach.</li> <li>• LEA Test Coordinator contacts the state immediately upon receiving call.</li> <li>• The School Test Coordinator submits Testing Irregularity/Security Breach form, online within two school days.</li> </ul> <p>Contact DAC immediately with testing irregularities, included misadministrations, security breaches, and technology glitches that may require tests to be invalidated.</p>
<b>State-specific Steps for Submitting Security Forms</b>	2.2	<p>Individual security forms will be held at the school or district for 3 years. The district will submit a Training Verification form to CDE indicating all staff have been trained.</p> <p>Online submission of the following forms through PearsonAccess<sup>next</sup>:</p> <p>Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed agreements (electronic or physical) must be maintained by the school or district 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. The LEA certifies to CDE that all staff have been trained.
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	Disruptive students should be removed from the testing environment following your school policy. Disciplinary action is the decision of the school/district. Notify DAC (LEA Coordinator) to determine next steps. If the possibility of invalidation or misadministration exists, contact Stephanie Boyd.
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the District (LEA) and then distributed to schools. Each School Test Coordinator must return test materials to the district. Once the materials are checked-in by the district, the DAC must contact UPS directly to schedule "Return Service" pickup (remember only ship one school in a box). All paper-based test materials must be returned within one week of the end of your school testing window.
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	School calls DAC immediately upon discovering missing, damaged and/or contaminated materials. For missing materials the DAC contacts the state. The school submits Missing/Damaged/Contaminated Materials form, available in <b>Appendix E</b> of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. After an investigation into the missing materials, the LEA Test Coordinator contacts state and submits the form online.
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below. <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below).</li> <li>• After student has finished, the student may leave the testing room.</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed).</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed). Not allowed: Electronic devices, including computer, nook, kindle, iPad, or phone.</li> </ul>

Issue	TCM Section	State Policy
<b>State-specific Translation Policy</b>	7.1	<p>Onsite translator must be fluent in oral and written English and translation language, and be proficient in content area.</p> <p>Under the supervision of the STC or DAC, a translator (for languages other than Spanish) may have access to the test two days prior to testing, following the above State-Specific Procedures for Accessibility and Accommodation.</p>
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	<p>Within two weeks of completing each administration (both PBA and EOY), the PARCC Post-Test Certification form is submitted online.</p>
<b>Additional State Considerations</b>		<p>For questions about assessment in special circumstances follow the directions in section 4 of the CMAS Science and Social Studies Procedures Manual.</p>

## District of Columbia

**ATTENTION:** All DC personnel involved in PARCC administration should refer to the OSSE website for important additional policies and guidance for the administration of the PARCC and other Districtwide Assessments. Documents will be posted here: <http://osse.dc.gov/service/districtwide-assessments-sy-2014-15-policy-handbook-and-guidelines>.

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
202-535-2651	<a href="mailto:osse.assessment@dc.gov">osse.assessment@dc.gov</a>	202-727-2019

DC

Issue	TCM Section	State Policy
<b>Testing Windows</b>		Spring 2015: PBA 3/2–5/8, EOY 4/13–6/5
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>All authorized personnel involved in PARCC are subject to all requirements, duties and sanctions in the DC Testing Integrity Act and associated regulations.</li> <li>Local education agency (LEA) Test Coordinators are responsible for the duties of the Test Integrity Coordinator as per the Testing Integrity Act. They must complete test integrity training developed by OSSE and sign the OSSE Testing Integrity and Security Agreement.</li> <li>School Test Coordinators are responsible for the duties of the Test Monitors as per the Testing Integrity Act. They must complete test integrity training developed by OSSE and sign the OSSE Testing Integrity and Security Agreement.</li> <li>Test Administrators must be professional employees of District of Columbia Public Schools or a DC public charter school, and must not have been sanctioned for test integrity violations in the previous year.</li> <li>Proctors do not need to be school personnel, but all proctors must be trained in test administration procedures by authorized LEA personnel, adhere to the Testing Integrity Act requirements for authorized personnel and work under the direction of a Test Administrator.</li> <li>Proctors may administer accommodations, if they receive training prior to administration and are under the supervision of a Test Administrator.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	The Office of the State Superintendent of Education (OSSE) will upload the initial Student Registration Import. LEAs are responsible for the accuracy of the student registration data and will have opportunities to edit and verify registrations. There may also be requests for pre-registration data collection on course-based testing.

Issue	TCM Section	State Policy
<b>State-specific Requirements for Make-Up Testing</b>	1.5	<p>Students with a documented and valid medical emergency will receive a medical exemption.</p> <p>Schools may schedule make-up tests for different grade levels/subject areas at the same time and in the same room. In this case, special attention must be paid to variations in unit testing times and administration scripts.</p>
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>• Observers from the school, LEA, sector representatives or OSSE may conduct visits.</li> <li>• Observation visits without prior notice from OSSE to monitor compliance with the Test Integrity Act and Testing Security Guidelines may include the following processes: adherence to LEA test plans, test administration, test environment, handling and distribution of test materials before, during and after testing, collection of scorable test materials, and test materials packaging and shipment.</li> <li>• Parcc Inc. staff may conduct informational observation visits; this must be arranged through OSSE and the LEA prior to observation.</li> </ul>
<b>State-specific Procedures for Accessibility and Accommodation</b>	5.3 7.0	<p>Further guidance and resources on Accessibility and Accommodations in DC is available at <a href="http://osse.dc.gov/service/testing-accommodations">http://osse.dc.gov/service/testing-accommodations</a>.</p>
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>Requests for nonstandard accommodations must be considered and approved by OSSE prior to use on statewide assessments. Standard accommodations should be considered prior to requesting a nonstandard accommodation.</p> <p>Nonstandard accommodations requests must:</p> <ul style="list-style-type: none"> <li>• Be individualized for each student.</li> <li>• Be based on a student need as documented on the student’s current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.</li> <li>• Be submitted annually.</li> <li>• Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director.</li> <li>• Be received by OSSE no later than February 13, 2015.</li> </ul>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	<p>Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously by calling 202-741-5991 or via email to <a href="mailto:osse.assessments@dc.gov">osse.assessments@dc.gov</a>. LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE immediately, and should submit a written report of a breach or irregularity within 24 hours.</p>

Issue	TCM Section	State Policy
<b>State-specific Steps for Submitting Security Forms</b>	2.2	<p><b>ATTENTION:</b> All authorized personnel must complete Testing Integrity And Security Agreements provided by OSSE, <b>NOT</b> PARCC security agreements. Individuals fulfilling the roles of Test Monitors and Test Integrity Coordinators must complete within 10 days and submit to OSSE within 15 days Testing Integrity Affidavits, <b>NOT</b> PARCC post-test certification forms.</p> <p>Security breach and testing irregularity forms, and missing/damaged materials forms may be submitted directly to OSSE via email.</p> <p>A copy (electronic or physical) of all Testing Integrity And Security Agreements must be submitted to the LEA Test Coordinator and made available to OSSE or OSSE’s designee upon request. LEAs must submit signed Test Integrity Affidavits to OSSE within 15 days after testing, as per the Testing Integrity Act. Individuals may also maintain a copy of these documents for their records.</p>
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	<p>It is required for the purposes of any future monitoring or investigation that LEAs maintain (in electronic or physical form) the following documents:</p> <ul style="list-style-type: none"> <li>• All test irregularity and security breach reports and any investigation documentation,</li> <li>• LEA Test Security Plans,</li> <li>• Signed Test Integrity and Security Agreements,</li> <li>• Signed Test Integrity Affidavits, and</li> <li>• Test Materials Chain of Custody documentation</li> </ul> <p>It is highly recommended that the above materials be maintained for a period of four years following a test administration, along with any other documentation related to Test Integrity, including:</p> <ul style="list-style-type: none"> <li>• LEA Action Plans and Corrective Action Plans,</li> <li>• Inventory, shipping and receiving documents, and</li> <li>• Verification letters</li> </ul>
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	<p>If a student is disruptive during testing, School Test Coordinators may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time.</p>
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	<p>All secure test materials should be handled according to the DC Testing Integrity Act. This includes individual sign in and out of all secure test materials using chain of custody forms.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	<p>Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact the vendor-designated shipper directly to schedule “Return Service” pickup.</p>

Issue	TCM Section	State Policy
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	DC Schools should follow procedures in the PARCC manuals and any LEA procedures where applicable to collect missing, damaged and/or contaminated materials, while following all secure materials procedures in the DC Testing Integrity Act.
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	If students complete and submit their tests before unit testing time is complete, schools or LEAs may choose from options below: <ul style="list-style-type: none"> <li>• After student has checked and submitted his or her work, the Test Administrator dismisses the student, and/or</li> <li>• After student has checked and submitted his or her work, the student may sit quietly and use allowable materials below</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	No materials in the testing environment before or after testing should compromise test validity and integrity. Recommended allowable materials include: <ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books to be unrelated to content being assessed).</li> <li>• Pens or colored pencils and blank paper.</li> </ul> Test materials must be collected by Test Administrator prior to student having the above materials. Any paper used after testing should be collected by the Test Administrator before students leave the testing environment.
<b>Additional State Considerations</b>		LEA and School Test Coordinators should refer to the DC Testing Integrity Act for required test security procedures, as well as directions on OSSE forms. All DC personnel involved in PARCC administration should refer to the OSSE website for important additional policies and guidance for the administration of the PARCC and other Districtwide Assessments. Documents will be posted here: <a href="http://osse.dc.gov/service/districtwide-assessments-sy-2014-15-policy-handbook-and-guidelines">http://osse.dc.gov/service/districtwide-assessments-sy-2014-15-policy-handbook-and-guidelines</a> . Additional requirements include, but are not limited to: <ul style="list-style-type: none"> <li>• Maintain and submit an LEA Test Security Plan to OSSE no later than 90 calendar days before the first day of testing. File with OSSE within 15 calendar days after the conclusion of each test administration signed Test Integrity Affidavits from all LEA and school test coordinators.</li> </ul>

## Illinois

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
866-317-6034	<a href="mailto:parcc@isbe.net">parcc@isbe.net</a>	217-782-6097

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>District/School Start Date on or before Sept. 1 – <b>PBA:</b> March 9, 2015 to April 3, 2015</p> <p>District/School Start Date on or before Sept. 1 – <b>EOY:</b> April 27, 2015 to May 22, 2015</p> <p>District/School Start Date after Sept. 1 – <b>PBA:</b> March 16, 2015 to April 10, 2015</p> <p>District/School Start Date after Sept. 1 – <b>EOY:</b> May 4, 2015 to May 29, 2015</p> <p>Spring Block Administration <b>PBA:</b> April 13, 2015 – May 1, 2015 <b>EOY:</b> May 4, 2015 – May 22, 2015</p> <p><b>Note:</b> Paper/Pencil administration should occur during the first two weeks of each designated testing window.</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<p>In general, individuals holding an active Professional Educator License or an Educator License with stipulations endorsed as a provisional educator may administer PARCC. Below are three specific circumstances that deviate slightly from the general rule. For a detailed explanation of school staff who may administer the PARCC assessments, please refer to the document posted at the ISBE Web site.</p> <ol style="list-style-type: none"> <li>1. Paraprofessionals who hold an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant-line-of-sight supervision of a licensed educator may administer PARCC. A licensed educator hired as a paraprofessional also has to be under constant-line-of-sight supervision.</li> <li>2. Substitute teachers who hold a Substitute Teaching License hired by the district to substitute teach in place of a teacher may administer PARCC.</li> <li>3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:                         <ol style="list-style-type: none"> <li>a. The parent’s presence is required as part of the student’s IEP or Section 504 Plan.</li> <li>b. The parent is employed by the district and his or her duties require him or her to be present in the child’s classroom.</li> </ol> </li> <li>4. Technology staff (without an Educator License) may not serve as Test Administrators in charge of administering PARCC test sessions. However, they may serve as Proctors who assist the Test Administrators.</li> </ol>



Issue	TCM Section	State Policy
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	The Illinois State Board of Education will prepare and upload the Student Registration File on behalf of schools and districts. Districts must enroll students in SIS and include course assignment information.
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>Unique Accommodations: District staff should complete the form in <b>Appendix F</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i>. Send the form to the state following the required timeline.</p> <p>Please send the completed form to: Illinois State Board of Education, Student Assessment Division, Unique Accommodations Request, 100 N. First Street, Springfield, IL 62777, or fax to: 217-782-6097.</p> <p>Emergency Accommodations: District staff should complete the form in <b>Appendix G</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i>. Retain the form in the student’s file.</p>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	If your school district experiences a testing irregularity or security breach, please contact the Student Assessment Division (1-866-317-6034) at the Illinois State Board of Education.
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	<p>Test administrators, School Test Coordinators, and school administrators may use their discretion when removing students from a test section for behavior that is disruptive to the testing environment for other students.</p> <p>The District Test Coordinator should be contacted and in conjunction with the school staff and decide how to proceed with testing. The student may be given a chance to complete the unfinished testing time, or it may be decided to end testing for that student.</p> <p>Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.</p>
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	<p>The District Test Coordinator has the authority to determine day of testing administrative protocols.</p> <p>Secure materials may be unpacked one calendar week prior to testing. It is the responsibility of the district to maintain any secure materials in a secured environment throughout the testing window.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools (except Chicago Public Schools). Each School Test Coordinator must return test materials to the LEA. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pickup. For Chicago Public Schools, test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.



Issue	TCM Section	State Policy
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below. <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work, the Test Administrator dismisses the student.</li> <li>• After student has checked his or her work, the student may sit quietly and use allowable materials (refer to list below)</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed).</li> <li>• Textbooks for subjects other than the one being tested.</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed).</li> <li>• Notebooks or papers of any kind (subject matter must be unrelated to content being assessed).</li> <li>• Pens or colored pencils.</li> </ul>
<b>State-specific Translation Policy</b>	7.1	Spanish translations are available for the Mathematics assessments.  Directions and reporting shells will be available in 10 languages.
<b>State-specific Steps for Submitting Post-Certification forms</b>	6.26	Please complete the Post-Test Certification Form and retain this form with the signed PARCC Assessment Security Agreements.

Issue	TCM Section	State Policy
<p><b>Additional State Considerations</b></p>		<p>Fifteen-year-old grade 8 students with disabilities (with IEP) – The following policy for testing pertains to 105 ILCS 5/14-6.01 of the school code. Fifteen-year-old grade 8 students with disabilities by law become accountable to the high schools. High schools are financially responsible for the student as well as for the educational program of the student.</p> <p>The law only pertains to elementary districts that feed into separate high school districts. It does not pertain to unit districts.</p> <p>In response to questions from school districts regarding testing accountability, the following should occur for those students, who are 15 years old, in grade 8, attend an elementary district, and have an IEP:</p> <ul style="list-style-type: none"> <li>• The student should be enrolled in grade 9 in the high school district with the serving school as the grade 8 placement.</li> <li>• It is very likely the student would not meet the course requirements for high school assessments.</li> <li>• It is recommended that an IEP meeting be called to make these changes.</li> </ul> <p><b>Chicago District 299 Schools</b> – Test materials will be packaged by school and sent directly to the Chicago School Test Coordinator</p> <p><b>Home-Schooled Students and Private/Parochial School Students</b> – Students who are full-time home-schooled or full-time at a private school are not eligible to take any state tests. Some students may be partially home-schooled or attend some courses at a private school. In these cases, the students take the state assessment only for the subject(s) for which they are receiving instruction in the public school (reading and mathematics).</p>



## Maryland

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
410-767-0083	<a href="mailto:parcc.msde@maryland.gov">parcc.msde@maryland.gov</a>	410-333-0052

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>Each LEA will designate a 20 consecutive school day testing window that will apply to all of the schools in that district. Schools can use all 20 days to administer online tests. LEAs will also designate 10 consecutive days, within the 20 consecutive days selected, as the paper testing window that will apply to all schools in that district. Schools can use all 10 of those days to administer paper tests</p> <p>School system breaks, holidays, or inclement weather during the window will not impact the consecutive 20/10 day window</p> <p>It is the intent that all primary and make-up testing occur within the 10/20 day windows. With that said, only in exceptional situations may a local consider testing outside the 10/20 day window AND only if the testing occurs within the PARCC/vendor approved testing window.</p> <p>PBA (Paper) – Mar. 2 – Apr. 24            PBA (Online) – Mar. 2 – May 8            EOY (Paper) – Apr. 20 – May 15            EOY (Online) – Apr. 20 – June 5</p> <p>LEA 24 schools will adhere to the Testing Windows on the Special Placement Calendar.</p>

MD

Issue	TCM Section	State Policy
<p><b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b></p>	<p>1.4 5.1 6.1</p>	<p>School Test Coordinators must be certified education professionals including:</p> <ul style="list-style-type: none"> <li>• State-certified academic classroom teachers</li> <li>• Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs</li> <li>• State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education</li> <li>• State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (<b><i>other than the Principal</i></b>)</li> </ul> <p>Principals cannot serve as School Test Coordinators unless a “Request for a Waiver to the Eligibility Requirements for School Test Coordinator” has been submitted to and approved by MSDE.</p> <p>Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator.</p>
<p><b>State-specific Requirements for Completing Student Registration Data Import</b></p>	<p>5.2</p>	<p>District/LEA will compile and submit, except for LEA 24 schools, who will submit at the school level.</p>
<p><b>State-specific Requirements for Make-Up Testing</b></p>	<p>1.5</p>	<p>Make-up units (BOTH PAPER AND ONLINE) can be administered out-of-order (i.e., If students are absent for a unit, they can join their original testing group for the next unit and do the make – up on a subsequent date.)</p> <p>Different grade level or course make-up tests <b>for a specific content</b> can be administered at the same time in the same room. Special attention must be paid to unit testing time and teacher direction variations between grade levels.</p>
<p><b>State-specific Procedures for Safety Threats and Severe Weather</b></p>	<p>2.9</p>	<p>MSDE must be contacted immediately if a testing disruption occurs that may require a modification of the testing window or threatens a school’s ability to complete testing for any students.</p>

MID

Issue	TCM Section	State Policy
<b>State-specific Policies for Observation Visits</b>	4.2	<p>MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor’s visit. All monitors will follow local procedures for reporting to the school’s main office and signing the school’s visitor log. Monitors will also sign Security Agreement form as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Curriculum, Assessment, and Accountability giving authorization to monitor testing. LEAs that permit central office personnel to make observations during PARCC testing must train personnel involved on proper test security procedures and have all personnel sign a Security Agreement.</p> <p>Parcc Inc. may conduct observation visits. If a Parcc Inc. representative is coming to Maryland to observe, the representative must contact MSDE in order to obtain a letter of introduction from the Maryland State Superintendent of Schools.</p>
<b>State-specific Procedures for Accessibility and Accommodation</b>	5.3 7.0	<p>The maximum administration size for test groups receiving the Human Reader accommodation for English Language Arts/Literacy or accessibility feature for mathematics must not exceed five students. Students must receive a Human Reader in the same manner during instruction in order to be tested with a Human Reader during assessment.</p>
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>Unique Accommodations Forms must be submitted to Trinell Bowman six weeks before the PARCC assessment begins. Please check the state testing calendar for due dates. (For LEA 24 schools, the form is completed and forwarded to the student’s home LEA at least 3 weeks prior to the MSDE due date for submission.)</p> <p>Emergency Accommodations are approved by the LAC at the district level based upon the examples included in the form. All other emergency accommodations that not reflected in the PARCC emergency accommodation form will require state approval.</p>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	<p>The School Test Coordinator must call the LAC immediately upon discovering a testing irregularity/ security breach. The LAC determines whether the incident must be reported to MSDE immediately by contacting the State Test Security Officer or whether the incident can be reported using the Form to Report a Testing Irregularity or Security Breach, available in <b>Appendix D</b> of the <i>Test Coordinator Manual</i>. The School Test Coordinator submits all Forms to Report a Testing Irregularity or Security Breach to the LAC within two school days. The LAC submits the forms to the state along with the Testing Incident Report Form.</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Archiving Security Agreements</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	<p>The signed security forms (electronic or paper) must be maintained by the district and/or the school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the District office. Individuals may also maintain a copy of these forms for their records.</p> <p>The School Test Coordinator completes forms including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.</p>
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	<p>Test administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students.</p> <p>The LAC should be contacted and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time or it may be decided to end testing for those students.</p> <p>Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.</p>
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	<p>Schools may open test materials, including shrink-wrapping, starting the day the materials arrive in schools.</p> <p>Schools may apply student Pre-ID labels either before or after testing.</p> <p>The LAC may require additional procedures for maintaining and processing testing materials.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	<p>Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact K2 Logistics directly to schedule “Return Service” pickup by the designated date unless directed otherwise by the LAC.</p> <p>Maryland Pickup Instructions should include:</p> <ul style="list-style-type: none"> <li>• The School Test Coordinator must contact K2 Logistics at 888-886-0780 before 4:00 PM EST <u>48 hours</u> in advance of requested pickup day.</li> <li>• Provide LEA &amp; School #</li> <li>• Provide box count for Scorable &amp; Non-scorable</li> <li>• Provide pickup hours</li> </ul>
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	<p>Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the state.</p> <p>The school submits the Form to Report Contaminated, Damaged, or Missing Materials, available in <b>Appendix E</b> of the <i>Test Coordinator Manual</i>, to the LAC.</p>

MD

Issue	TCM Section	State Policy
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	<p>LACs can set the policy for all schools in their districts or leave the decision to individual schools. The options are listed below.</p> <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work, the Test Administrator dismisses the student.</li> <li>• After student has checked his or her work, the student may sit quietly and use allowable materials</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books</li> <li>• Pamphlets, magazines, or periodicals</li> </ul>
<b>State-specific Translation Policy</b>	7.1	<p>Because the use of the Spanish mathematics test form is new for the state of Maryland, MSDE has elected NOT to use the Spanish translation forms for the spring 2015 administration. The forms will be introduced when the policy and procedures around the best usage of this new accommodation have been implemented.</p>
<b>Home Schooled and Home and Hospital Testing</b>		<p>Maryland Schools will follow the same procedures testing Home Schooled and Home and Hospital students for PARCC as they do for the other Maryland state testing programs.</p> <p>Regarding Home Schooled Testers - Refer to Section 1, Page 15 in the HSA TACM or to Section 1, pages 19-20 in the MSA Science TACM</p> <p>Regarding Home and Hospital Testers - Refer to Section 1, Page 16 in the HSA TACM or to Section 1, page 20 in the MSA Science TACM</p>
<b>Scorable/Non-Scorable Paper Test Booklets and Online Test Submissions</b>		<p><b>PAPER</b></p> <p>SCORABLE - If a student sits for any part of any unit in a test administration (PBA or EOY), that student's Test Booklet must be submitted as scorable.</p> <p>NON-SCORABLE – All Test Booklets that have not been used for testing or have been transcribed (i.e., Large Print) onto other Test Booklets, must be submitted as non-scorable.</p> <p><b>ONLINE</b></p> <p>MARKED COMPLETE - If a student sits for any part of any unit in a test administration (PBA or EOY), that student's online test must be marked complete.</p>

Issue	TCM Section	State Policy
<p><b>Less Than Complete Paper and Online Test Administrations</b></p>		<p>STCs must record the names (and Test Booklet secure barcodes for paper tests) of all students who sit for less than the entire testing time of any unit in a test administration and whose paper test materials are submitted as scorable or online test is marked complete.</p> <p>The reasons the students sat for less than the entire testing time must also be documented. This information must be made available to the LAC.</p> <p>REASON(S) STUDENT(S) SAT FOR LESS THAN THE ENTIRE TESTING TIME FOR EITHER THE PBA OR EOY</p> <ul style="list-style-type: none"> <li>• Absent</li> <li>• EL Testing Time Exception</li> <li>• School oversight or misadministration</li> <li>• Sickness during testing</li> <li>• Disruptive behavior during testing</li> <li>• Caught cheating or using unauthorized electronics during testing</li> <li>• Medical waiver</li> <li>• Refusal</li> <li>• Other</li> </ul>

## Massachusetts

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
781-338-3625	<a href="mailto:parcc@doe.mass.edu">parcc@doe.mass.edu</a>	781-338-3630

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p><b>PARCC PBA</b></p> <ul style="list-style-type: none"> <li>Test sessions for schools doing <b>CBT</b>: March 16–April 10</li> <li>Test sessions for schools doing <b>PBT</b>: March 23–April 3</li> <li>(Schools closed in observance of Good Friday that are doing paper-based testing may administer PARCC PBA test sessions through Monday, April 6. Schools closed in observance of Good Friday that are doing computer-based testing may administer PARCC PBA test sessions through Monday, April 13.)</li> </ul> <p><b>PARCC EOY</b></p> <ul style="list-style-type: none"> <li>Test sessions for schools doing <b>CBT</b>: May 4–29</li> <li>Test sessions for schools doing <b>PBT</b>: May 11–22</li> </ul>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators, Test Administrators, and Proctors must be employed by the school or district.</li> <li>School Test Coordinators are not required to be certified education professionals.</li> <li>Test Administrators must be education professionals.</li> <li>Proctors are not required to be certified education professionals.</li> <li>Proctors may administer accommodations, provided they receive training prior to administration and are under the direct supervision of the Test Administrator.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	The Department of Elementary and Secondary Education is assisting schools and districts by completing part of the Student Registration Data Import. Refer to the Department’s website at <a href="http://www.doe.mass.edu/parcc">http://www.doe.mass.edu/parcc</a> for the steps that schools and districts must complete.
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.
<b>Applying Student ID Labels for Paper-based Testing</b>	6.17	The Department recommends that schools apply labels to booklets before testing.

Issue	TCM Section	State Policy
State-specific Policies for Observation Visits	4.2	<ul style="list-style-type: none"> <li>• The Department may conduct observation visits.</li> <li>• LEA may conduct observation visits.</li> <li>• Principal or School Test Coordinator may conduct observation visits.</li> <li>• School Technology Coordinator may conduct observation visits.</li> <li>• Parcc Inc. may conduct observation visits.</li> </ul>
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	<p>Refer to the Department’s website at <a href="http://www.doe.mass.edu/parcc">www.doe.mass.edu/parcc</a> for the document, “Overview of PARCC Accommodations and Accessibility for Students with Disabilities and English Language Learners (ELLs).” In particular, take note of the accommodations that are not available on PARCC that had been available on MCAS.</p> <p>Note that Massachusetts does not require EL plans for students who are English language learners. Nevertheless, English learners remain eligible for all EL accommodations listed in the <i>PARCC Accessibility Features and Accommodations Manual</i>.</p>
State-specific steps for Unique and Emergency accommodations	7.3	<p>If a student with a disability or an English learner requires an accommodation (i.e., a “unique accommodation”) that is not listed in the <i>PARCC Accessibility Features and Accommodations Manual</i>, or that is required due to a recently occurring disability or illness, the school may request approval for use of the accommodation using the appropriate request form found in <b>Appendix G</b> of this manual.</p> <p>To request approval of a unique or emergency accommodation, the appropriate completed form must be submitted to the Department at <a href="mailto:parcc@doe.mass.edu">parcc@doe.mass.edu</a> or by fax at 781-338-3630 at least two weeks prior to testing. If approved by the Department, the accommodation must be listed in the IEP or 504 Plan of a student with a disability.</p>
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	<p>The School Test Coordinator must call the PARCC state contact immediately after discovering a security breach or testing irregularity, including instances of a contaminated test booklet or torn or damaged test booklets for paper-based testing. The School Test Coordinator must then follow instructions from the PARCC state contact, which may include submitting the Testing Irregularity/Security Breach form, available in <b>Appendix D</b>, to the PARCC state contact within two school days. The School Test Coordinator must also keep the LEA informed.</p>
State-specific Steps for Submitting Security Forms	2.2	<p>All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess<sup>next</sup> (located on the Support page).</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or physical), including the security agreements, must be maintained by the school for three years. While not required, individuals may also maintain a copy for their records. The school must also keep on file documents showing that all staff involved in the testing have been sufficiently trained, including copies of sign-in sheets, training dates, and any make-up training.
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	Contact the Department if there is a question about whether to dismiss a student.
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	No Massachusetts-specific language
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below. <ul style="list-style-type: none"> <li>• After student has checked his or her work, the Test Administrator dismisses the student.</li> <li>• After student has checked his or her work, the student may sit quietly and use allowable materials.</li> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed)</li> <li>• Textbooks for subjects other than the one being tested</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)</li> <li>• Notebooks or papers of any kind (subject matter must be unrelated to content being assessed)</li> <li>• Pens or colored pencils</li> </ul>
<b>State-specific Translation Policy</b>	7.1	In spring 2015, Spanish-speaking ELL students in grades 9 and 11 who have been enrolled in U.S. schools for fewer than three years may choose to take the Spanish edition of the Mathematics test scheduled for their class if they can read and write in Spanish at or near grade level.
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	The Post-Test Certification form should be submitted online after testing.
<b>Additional State Considerations</b>		No Massachusetts-specific language

## Mississippi

<p>PARCC State Contact</p> <p>For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
601-359-3052	<a href="mailto:osa@mde.k12.ms.us">osa@mde.k12.ms.us</a>	601-359-2471

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>Performance-based Assessment (PBA) Computer-based Test (CBT) March 2 – April 3, 2015 / March 30 – May 8, 2015 (4x4 districts only)</p> <p>PBA Paper-based Test (PBT) March 23 – April 3, 2015 / April 20 – May 1, 2015 (4x4 districts only)</p> <p>End-of-Year (EOY) CBT April 27 – May 22, 2015 / April 27 – June 5, 2015 (4x4 districts only)</p> <p>EOY PBT May 11–22, 2015 (Traditional and 4x4 districts)</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators must be certified education professionals.</li> <li>Test Administrators must be certified education professionals.</li> <li>Proctors do not need to be certified education professionals.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	MDE OTSS will upload registration files on behalf of districts.
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>State Assessment Office may conduct observation visits.</li> <li>LEA Central Office Staff (i.e., District Test Coordinator) may conduct observation visits.</li> <li>Parcc Inc. may conduct observation visits.</li> </ul>

MS

Issue	TCM Section	State Policy
<b>State-specific Procedures for Accessibility and Accommodation</b>	5.3 7.0	<ul style="list-style-type: none"> <li>All <u>testing</u> accommodations must be listed on the specific page or in the specific section of the student’s IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas. (Likewise, all <u>classroom</u> accommodations must be listed on the specific page or in the specific section of the IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas.)</li> <li>If a student refuses the use of a testing accommodation, the School Test Coordinator must document this refusal in writing and contact the parent. The parent contact must also be documented in writing.</li> <li>Students can receive a Human Reader accommodation if the accommodation is listed on the testing accommodations page of the IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas. The use of this accommodation does not require prior state approval.</li> <li>Students can receive additional time on timed assessments if the additional time accommodation is listed on the testing Accommodations page of the IEP/Section 504 Plan/Language Service Plan and specified for the applicable subject areas. The use of this accommodation does not require prior state approval.</li> </ul>
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>The Office of Student Assessment (OSA) must approve the specific accommodation(s) request for a student and recommends that the district use the OSA approval for official documentation.</p> <p><u>Students with a Temporary Physical Disability Resulting from an Illness or Injury</u></p> <ul style="list-style-type: none"> <li>Districts must use the Accommodation Request Form and attach substantiating documentation signed by a licensed medical doctor.</li> <li>This information must also be documented on the student’s test answer booklet or online test.</li> <li>Because the Office of Student Assessment (OSA) must approve the specific accommodation(s) for a student, it is recommended that the district use the OSA approval for official documentation.</li> </ul>
<b>State-specific Steps for Submitting Security Forms</b>	2.2	<p>All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess<sup>next</sup> under the Support page. Templates of the security forms are available on PearsonAccess<sup>next</sup>.</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	The School Test Coordinator calls the District Test Coordinator immediately upon discovering testing irregularity/security breach. The District Test Coordinator contacts OSA immediately upon receiving the notification call. The School Test Coordinator submits Form to Report a Testing Irregularity or Security Breach, available in <b>Appendix D</b> of the <i>Test Coordinator Manual</i> , to the District Test Coordinator within two school days. The District Test Coordinator submits the form to the state.
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (electronic or physical) must be maintained by the school for three years. While not required, individuals may also maintain a copy of these forms 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 documentation to the LEA.
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	Test Administrators, School Test Coordinators, and School Administrators should use their discretion in removing students from testing for behavior that is disruptive to the testing environment for other students. A Testing Irregularity Report should be submitted. The dismissed student may complete the unit on the scheduled make-up day.
<b>State-specific Shipping Procedures for Paper-based Materials</b>	5.10 5.14 5.15 5.16 6.19	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.
<b>State-specific Steps for Missing, Damaged, and/or Contaminated Materials</b>	6.7 6.8 6.15	The STC calls LEA Test Coordinator immediately upon discovering missing, damaged, and/or contaminated materials. LEA Test Coordinator contacts the OSA. The STC submits Form to Report Contaminated, Damaged, or Missing Materials, available in <b>Appendix E</b> of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. The LEA Test Coordinator contacts OSA.
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below: <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work, the student may sit quietly and read a recreational book.</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	Recreational books (subject matter of recreational books must be unrelated to content being assessed)

## New Jersey

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

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	PBA: PARCC (grades 3-8) – March 2, 2015 through March 27, 2015 PBA: PARCC High School (Option 1) – March 2, 2015 through March 27, 2015 PBA: PARCC High School (Option 2) – February 20, 2015 through April 2, 2015 [no PARCC testing March 2, 2015 through March 13, 2015 to accommodate HSPA] PBA: Spring Block High School – March 23, 2015 through May 1, 2015 EOY: PARCC (grades 3-8) – April 27, 2015 through May 22, 2015 EOY: PARCC High School – April 20, 2015 through May 15, 2015 EOY: Spring Block High School – May 8, 2015 through June 5, 2015
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators must be certified education professionals.</li> <li>Test Administrators must be certified education professionals.</li> <li>Proctors do not need to be certified education professionals.</li> <li>Proctors may not provide testing accommodations or handle secure materials.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	The state will upload the PARCC student registration file after local education agencies complete PARCC Student Registration submission on NJSMART. Students enrolled in districts after the closing of the student registration import window must be registered by the district/school on PearsonAccess <sup>next</sup> .



Issue	TCM Section	State Policy
<b>State-specific Procedures for Safety Threats and Severe Weather</b>	2.9	STC calls LEA Test Coordinator immediately to report safety threat/severe weather. STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess <sup>next</sup> within two days.
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>• Office of Assessment may conduct observation visits.</li> <li>• LEA may conduct observation visits.</li> <li>• Principal may conduct observation visits.</li> <li>• Parcc Inc. may conduct observation visits only when accompanied by Office of Assessment representatives.</li> </ul>
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	STC calls LEA Test Coordinator immediately to report testing irregularity or security breach. STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess <sup>next</sup> within two days.
<b>State-specific Steps for Submitting Security Forms</b>	2.2	The following security forms (testing irregularity/security breach; contaminated, damaged, or missing materials; and post-certification) must be submitted online through PearsonAccess <sup>next</sup> under the support page. Templates of the security forms are available on PearsonAccess <sup>next</sup> .
<b>State-specific Requirements for Archiving Security Agreements</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed agreements (electronic or physical) must be maintained by the school for three consecutive assessment cycles. The School Test Coordinator must maintain copies of the sign-in sheets and training materials that indicates all staff involved in testing have been sufficiently trained.
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	STC calls LEA Test Coordinator immediately to report student misconduct (i.e., refusing to test, disruptive behavior, unauthorized electronics; cheating). STC completes testing irregularity/security breach form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload completed testing irregularity/security breach form to PearsonAccess <sup>next</sup> within two days.

Issue	TCM Section	State Policy
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	Please refer to the text in the <i>Test Coordinator Manual</i> . Copies of the chain-of-custody forms must be maintained by the school for three consecutive assessment cycles.
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	Test materials are shipped to the LEA and then distributed to schools. Each School Test Coordinator must return materials to the LEA Test Coordinator. The LEA Test Coordinator must contact UPS directly to schedule “Return Service” pick up.
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	STC calls LEA Test Coordinator immediately to report contaminated, damaged, or missing materials. STC completes contaminated, damaged, or missing materials form documenting situation and provides form to LEA Test Coordinator. LEA Test Coordinator contacts Office of Assessment immediately upon receiving call from STC. LEA Test Coordinator must upload contaminated, damaged, or missing materials form to PearsonAccess <sup>next</sup> within two days.
<b>State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	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.
<b>State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	Recreational books (subject matter of recreational books must be unrelated to content being assessed).
<b>State-specific Translation Policy</b>	7.1	Spanish versions are available in grades 3 through 8 Mathematics, Algebra I, Geometry, and Algebra II.
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	Schools must complete and provide copies to the LEA Test Coordinator. LEA Test Coordinator must upload completed Post-Certification forms to PearsonAccess <sup>next</sup>

Issue	TCM Section	State Policy
<p><b>Additional State Considerations</b></p>		<p>Home-Schooled Students and Private/Parochial School Students: Students who are full-time home-schooled or full-time at a private tuition-based or parochial school are not eligible to take any state tests (excludes special education students who attend an approved private school for the disabled in which tuition is the financial responsibility of the local education agency). Please refer to New Jersey Administrative Code (N.J.A.C.) 6A:8-1.2 (a).</p> <p>Middle School Students taking High School courses (i.e., Algebra I or Geometry): Middle School Students who are currently taking Algebra I or Geometry do not take the grade level mathematics assessment; however, they must take the Algebra I or Geometry assessment.</p> <p>Additional information regarding New Jersey state assessment policies is available at <a href="http://www.state.nj.us/education/assessment/">http://www.state.nj.us/education/assessment/</a></p>

## New Mexico

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
505-827-5861	<a href="mailto:assessment.ped@state.nm.us">assessment.ped@state.nm.us</a>	505-827-6689

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>PBA: 3/2/15 – 3/27/15 EOY: 4/13/15 – 5/8/15</p> <p>Paper-based test (PBT) administration may take place at any point during the established testing windows.</p> <p>Spring 2015 will be the initial PARCC test administration for New Mexico. Beginning in Fall 2015, New Mexico will offer PARCC during a fall/winter block administration window for retests and for 1-semester courses. Students taking one semester courses must take the PARCC assessments but should test as close as possible to the end of the testing windows (PBA and EOY).</p> <p>Students in open-enrollment courses must test PARCC if they have completed at least 50% of the course by the time the PBA is administered to the student.</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<p>LEA/District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) must hold professional educator licenses with the Public Education Department (PED) and be employed by the district or state charter school. Proctors need not be licensed or employed.</p> <p>DTCs and state charter school STCs must be registered with PED (by submitting the form on the PED Assessment website) after being appointed by the district superintendent or the director of the state charter school. These individuals must attend PED training twice annually and facilitate training of all TAs and Proctors. In addition, DTCs must train all STCs within their district (including local charters STCs) twice annually. DTCs and state charter STCs are the primary contacts with the PED.</p> <p>STCs for schools within a district—including district charters—are designated by the DTC or school principal. STCs receive test security and administration training from the DTC and use the DTC’s training materials to provide biannual training to TAs, Proctors, and others involved in testing. TAs administer the test and report directly to the STC.</p> <p>Proctors may assist TAs but do not administer the test. In any instance in which the student:TA ratio exceeds 25:1, a Proctor must be present. In rare instances in which sufficient numbers of TAs are not available, Proctors may administer one-on-one accommodations.</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	<p>The PED will import student biodata into PearsonAccess<sup>next</sup> using the 40-day STARS snapshot, which will be refreshed with 80-day and 120-day snapshots. For computer-based testing, DTCs and state charter STCs may edit this data or add additional students up until the time of testing. Districts may choose to update students by uploading a revision file instead of editing the prepopulated student information in PearsonAccess<sup>next</sup>.</p>
<b>State-specific Requirements for Make-Up Testing</b>	1.5	<p>Students who are absent for one or more units may complete those units during make-up testing. When they return to school, these students should rejoin their peers and complete the scheduled units. After scheduled testing is complete, or if there is a convenient time while testing is underway, these students may make up the units they missed due to absence. Note that students typically do not follow the test order when taking make-up units.</p> <p>Occasionally, students may need to complete testing early. These early testers should complete a <i>Student Confidentiality Agreement</i> located on the PED's Assessment webpage. To the greatest possible extent, these students should not interact with their peers until all students have completed testing.</p> <p>All make-up and early testing must occur within the designated test windows.</p>
<b>State-specific Procedures for Accessibility and Accommodation</b>	5.3 7.0	<p>LEAs must maintain records of all students receiving accommodations and accessibility features. When conducting on-site or virtual audits, the PED may request copies of student records indicating the validity of administered accommodations including IEPs, 504 Plans, records of non-SWDs receiving accessibility features, records indicating EL status, and proof that students used accommodations and accessibility features in instruction prior to the assessment. Records of accommodations and accessibility features must be accurately reflected in each student's Personal Needs Profile (PNP) in PearsonAccess<sup>next</sup>.</p>
<b>State-specific Steps for Unique and Emergency Accommodations</b>	7.3	<p>Unique accommodations—those not listed in the <i>PARCC Accommodations and Accessibility Features Manual</i>—may be requested by completing the <i>Unique Accommodations Request Form</i> located on the PED Assessment website.</p> <p>If a student requires last-minute accommodations due to unforeseen circumstances, LEAs must maintain records of an emergency 504 or SAT Plan in which the decision was made to provide a student with an appropriate accommodation. These records must be made available to the PED upon request.</p>

Issue	TCM Section	State Policy
<b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b>	2.2 2.7 5.8	<p>Schools must ensure that a clear communication plan is in place so that TAs may quickly report security breaches and testing irregularities to STCs. STCs in districts—including local charter STCs—must immediately contact the DTC to report the breach or irregularity. The STC and DTC must conduct an investigation involving all necessary individuals. The DTC must complete and submit the <i>Testing Irregularity Reporting Form</i> located on the PED Assessment webpage within two days of the incident. Do not use PARCC security forms.</p>
<b>State-specific Steps for Submitting Security Forms</b>	2.2	<p>All security forms are located at or linked from the PED Assessment website. Each form specifies submission information. Do not use PARCC security forms.</p>
<b>State-specific Requirements for Archiving Security Forms</b>	2.2 2.3 2.5 2.6 6.10 6.11 6.27	<p>All test-related forms including confidentiality agreements, materials chain of custody forms, training materials, student accommodations and accessibility features records, testing irregularities, etc. must be maintained on site for five (5) years. When conducting audits, the PED reserves the right to request materials within this time period.</p>
<b>State-specific Requirements for Maintaining Test Materials</b>	3.1 5.14	<p>A specific process for materials chain of custody is not mandated by the PED; however, the DTC or state charter STC must determine a process and communicate it to all individuals involved in testing. Chain of custody forms must document each handoff of secure test materials and account for students testing in alternate locations, extended time, make-ups, early testers, and any other unique administrations. The PARCC chain of custody form may be used for this purpose or DTCs and state charter STCs may develop their own.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	<p>All materials within a district must be returned to the DTC for shipping. This includes materials from local charter schools. DTCs may organize their own local processes for securely distributing, collecting, checking, and packing materials.</p>
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	<p>For damaged and contaminated materials, follow PARCC procedures. For missing materials, the STC and DTC should follow the same investigation protocol as with any testing irregularity. In all instances of missing, damaged, or contaminated materials, the DTC or state charter STC must complete the <i>PARCC Form for Reporting Missing/Damaged/Contaminated Materials</i> located in and submitted to PearsonAccess<sup>next</sup>.</p>

Issue	TCM Section	State Policy
<b>State-specific Instructions for Students AFTER student Finishes a Unit Prior to the End of Scheduled Test Time.</b>	5.10 5.11 5.17	After students complete a unit, they should close the Test Booklet (PBT) or close the test unit (CBT). Then they may sit quietly and read a paper book. DTCs and state charter STCs may establish a dismissal policy in which students who complete testing before the end of the scheduled unit time may submit test materials and be dismissed from the testing environment.
<b>State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	The book must be unrelated to the testing content and must be a paper book (not an e-reader).
<b>State-specific Translation Policy</b>	7.1	The PED offers the Spanish translation of the PARCC Math assessment for English learners (ELs). For Spanish language arts/literacy, reading and writing assessments will be offered in Spring 2015. ELs in their first three (3) years in U.S. schools may take the Spanish assessments. ELs in their fourth and fifth years in U.S. schools may test in Spanish with an approved Waiver of State Testing in English. Additional details are located on the PED Assessment website.
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	Submit the <i>PED Superintendent and State Charter School Director Assessment Verification Form</i> at the end of each semester. The form is located on the PED Assessment website.
<b>Additional State Considerations</b>		For information about the computer-based testing waiver process, please contact the PED Assessment office at <a href="mailto:assessment.ped@state.nm.us">assessment.ped@state.nm.us</a> . Please read the <i>New Mexico Statewide Assessment Program (NMSAP) Procedures Manual</i> on the PED Assessment website for additional procedures, eligibility, requirements, and guidance.

## Ohio

<p>PARCC State Contact</p> <p>For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
614-466-1317	<a href="mailto:statetests@education.ohio.gov">statetests@education.ohio.gov</a>	614-995-5568

Issue	TCM Section	State Policy
<b>Testing Windows</b>	Important Dates	<p>ELA and math computer – PBA Feb. 16 – March 20</p> <p>ELA and math paper – PBA Feb. 16 – March 6</p> <p>ELA and math computer – EOY April 13 – May 15</p> <p>ELA and math paper – EOY April 13 – May 1</p> <p>Districts may choose a format by building, grade level, and/or subject area. Buildings may determine the order of subjects and how many units to administer in a day (units must be administered in sequential order). District or building does not have to schedule all students on the same day.</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators do not need to be certified education professionals.</li> <li>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.</li> <li>Proctors or monitors cannot serve as a Test Administrator. They may assist a Test Administrator who meets the criteria. Proctors may administer accommodations, provided they receive training prior to administration and are administering the accommodations in the same room under the supervision of the Test Administrator.</li> <li>Teachers who are also parents of students in their class taking a test may serve as a Test Administrator if they meet the criteria. If possible, the state highly recommends the teacher/parent to switch with another staff member who meets the criteria to administer the test.</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	Districts in Ohio will prepare and upload the Student Registration File. Districts must coordinate with schools and Information Technology Centers (ITC) if necessary to complete this process.

Issue	TCM Section	State Policy
State-specific Procedures for Safety Threats and Severe Weather	2.9	Districts who have cancelled the school day due to weather should continue with the test schedule when the school reopens. Districts should follow state procedures for safety threats such as fire, tornado, bomb, etc.
State-specific Policies for Observation Visits	4.2	Only authorized persons are permitted in the testing room. The LEA will determine which persons are authorized.
State-specific Procedures for Accessibility and Accommodation	5.3 7.0	Districts should follow procedures stated in the PARCC Accessibility Features and Accommodations Manual.
State-specific Steps for Unique and Emergency Accommodations	7.3	<ul style="list-style-type: none"> <li>• Unique accommodations: Districts should complete the form in <b>Appendix F</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i>. Send the form to the state following the required timeline.</li> <li>• Emergency accommodations: Districts should complete the form in <b>Appendix G</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i>. Retain the form in the student’s file.</li> </ul>
State-specific Requirements for Reporting a Security Breach or Testing Irregularity	2.2 2.7 5.8	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 Form to Report a Testing Irregularity or Security Breach, available in <b>Appendix D</b> of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state. Anyone may report to the state a security violation or test irregularity, for example a private citizen; however, it is recommended that the procedure outlined above is followed.
State-specific Requirements for Archiving Security Agreements	2.2 2.3 2.5 2.6 6.10 6.11 6.27	The signed security forms (including security 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 these forms for their records.
State-specific Shipping Procedures for Paper-Based Materials	5.10 5.14 5.15 5.16 6.19	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.

Issue	TCM Section	State Policy
<b>State-specific Steps for Missing, Damaged, and/or Contaminated Materials</b>	6.7 6.8 6.15	School calls LEA Test Coordinator immediately upon discovering missing, damaged and/or contaminated materials. LEA Test Coordinator contacts the state only when missing or damaged tests are discovered during the test administration. The school submits Form to Report Contaminated, Damaged, or Missing Materials, available in <b>Appendix E</b> of the <i>Test Coordinator Manual</i> , to LEA Test Coordinator. LEA Test Coordinator sends copies of form to state and vendor.
<b>State-specific Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	Local decision (school or district) from options below. <ul style="list-style-type: none"> <li>• After student has checked his or her work, the Test Administrator dismisses the student.</li> <li>• After student has checked his or her work, the student may sit quietly and take out his or her silent work.</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	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.
<b>State-specific Steps for Submitting Post-Certification Forms</b>	6.26	Post-Test Certification Form is available in <b>Appendix F</b> . Please send the completed Post Certification Form to your LEA Test Coordinator.
<b>Additional State Considerations</b>		For transcriptions, there must be two people present in the room during transcription, one of whom must meet the state criteria for test administrators. Please contact the state at <a href="mailto:statetests@education.ohio.gov">statetests@education.ohio.gov</a> for any situation not covered in the Test Coordinator Manual and Test Administrator Manuals, or in this section.

## Rhode Island

<p>PARCC State Contact For questions about PARCC and state policies, contact your state’s assessment office.</p>		
Telephone	Email	Fax
401-222-8494	<a href="mailto:parcc@ride.ri.gov">parcc@ride.ri.gov</a>	401-222-3605

Issue	TCM Section	State Policy
<b>Testing Windows</b>	<b>Important Dates</b>	<p><b>“Regular Administration” Computer-Based Testing–</b> Performance-Based Assessment (PBA): 3/16/15 – 4/10/15 End-of-Year Assessment (EOY): 5/4/15 – 5/29/15</p> <p><b>“Regular Administration” Paper-Based Testing–</b> Performance-Based Assessment (PBA): 3/23/15 – 4/3/15 End-of-Year Assessment (EOY): 5/11/15 – 5/22/15</p> <p><b>“Block Administration” Computer-Based Testing–</b> Performance-Based Assessment (PBA): 4/13/15 – 5/8/15 End-of-Course Assessment (EOC): 5/4/15 – 5/29/15</p> <p><b>“Block Administration” Paper-Based Testing–</b> Performance-Based Assessment (PBA): 4/27/15 – 5/8/15 End-of-Course Assessment (EOC): 5/11/15 – 5/22/15</p>
<b>State-specific Qualifications and Responsibilities for School Test Coordinators, Test Administrators and Proctors</b>	1.4 5.1 6.1	<ul style="list-style-type: none"> <li>School Test Coordinators must be certified education professionals.</li> <li>Test Administrators must be certified education professionals.</li> <li>Proctors do not need to be certified education professionals; however, Proctors do need to be school employees (e.g., not parent volunteers).</li> </ul>
<b>State-specific Requirements for Completing Student Registration Data Import</b>	5.2	District/LEA is responsible for uploading this data.
<b>State-specific Requirements for Make-Up Testing</b>	1.5	Make-up testing must be done before the end of the test window. Students who miss a unit will be allowed to test with his/her peers and complete the missed session(s) at a later date.
<b>State-specific Procedures for Safety Threats and Severe Weather</b>	2.9	RIDE must be contacted immediately if a testing disruption occurs that could threaten a school’s ability to complete student testing within the specified test window.
<b>State-specific Policies for Observation Visits</b>	4.2	<ul style="list-style-type: none"> <li>State Assessment Office may conduct observation visits.</li> <li>Local Education Agency (LEA) may conduct observation visits.</li> <li>Principal/School Test Coordinator may conduct observation visits.</li> </ul>

Issue	TCM Section	State Policy
<p><b>State-specific Steps for Unique and Emergency Accommodations</b></p>	<p>7.3</p>	<ul style="list-style-type: none"> <li>• <b>Unique accommodations:</b> All unique accommodations must be approved by RIDE prior to testing. LEAs must complete the Unique Accommodations Form in <b>Appendix F</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i>. Send completed forms to RIDE (email to <a href="mailto:PARCC@ride.ri.gov">PARCC@ride.ri.gov</a> or fax to 401-222-3605) <u>at least 6 weeks prior</u> to the start of PARCC testing.</li> <li>• <b>Emergency accommodations:</b> LEAs should complete the Emergency Accommodations Form in <b>Appendix G</b> in the <i>PARCC Accessibility Features and Accommodations Manual</i> and retain the form in the student’s file. Emergency accommodations are approved at the local level. However, any emergency accommodations that not reflected in the PARCC Emergency Accommodation Form will require RIDE approval.</li> </ul>
<p><b>State-specific Requirements for Reporting a Security Breach or Testing Irregularity</b></p>	<p>2.2 2.7 5.8</p>	<p>School Test Coordinator calls LEA Test Coordinator immediately upon discovering testing irregularity or security breach. LEA Test Coordinator contacts the state immediately upon receiving call. The School Test Coordinator submits Form to Report a Testing Irregularity or Security Breach, available in <b>Appendix D</b> of the <i>Test Coordinator Manual</i>, to LEA Test Coordinator within two school days. The LEA Test Coordinator submits the form to the state.</p>
<p><b>State-specific Steps for Submitting Security Forms</b></p>	<p>2.2</p>	<p>All security forms (Security Agreement, Form for Reporting Security Breaches/Testing Irregularities, Form for Reporting Missing/Damaged/Contaminated Materials, and Post-Certification Form) must be submitted online through PearsonAccess<sup>next</sup> under the Support page. Templates of the security forms are available on PearsonAccess<sup>next</sup>.</p>
<p><b>State-specific Requirements for Archiving Security Forms</b></p>	<p>2.2 2.3 2.5 2.6 6.10 6.11 6.27</p>	<p>The signed security forms (electronic or physical) must be maintained by the school for three years and a copy (either paper or electronic) of each form must be submitted to the LEA Test Coordinator (if applicable). While not required, individuals may also maintain a copy of these forms for their records.</p>

Issue	TCM Section	State Policy
<b>State-specific Procedures for Dismissing Students for Misconduct</b>	5.10 6.4	<p>Test Administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students.</p> <p>The LEA Testing Coordinator should be contacted and—in conjunction with the school—decide how to proceed with testing disruptive students. These students may be given a chance to complete the unfinished testing time at a later date or the decision may be to end testing for that student, invalidate his/her test book, and submit the student’s test book as “non-scorable.”</p> <p>Under no circumstances can a Test Administrator (teacher) make a unilateral decision to invalidate a test. The LEA Testing Coordinator should contact RIDE for further guidance on whether invalidation is warranted.</p>
<b>State-specific Shipping Procedures for Paper-Based Materials</b>	5.10 5.14 5.15 5.16 6.19	<p>Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule “Return Service” pickup.</p>
<b>State-specific Steps for Missing, Damaged and/or Contaminated Materials</b>	6.7 6.8 6.15	<p>School calls LEA Test Coordinator immediately upon discovering missing, damaged and/or contaminated materials. LEA Test Coordinator contacts the state. The school submits Form to Report Contaminated, Damaged, or Missing Materials, available in <b>Appendix E</b> of the <i>Test Coordinator Manual</i>, to LEA Test Coordinator. LEA Test Coordinator contacts state.</p>
<b>State-specific Instructions for Students AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	5.10 5.11 5.17	<p>Local decision (school or district) from options below.</p> <ul style="list-style-type: none"> <li>• After student has checked his or her work and submitted his/her test and all secure materials, the student must sit quietly until the session has ended.</li> <li>• After student has checked his or her work and submitted his/her test and all secure materials, the Test Administrator dismisses the student.</li> <li>• After student has checked his or her work and submitted his/her test and all secure materials, the student may sit quietly and use allowable materials (refer to list below)</li> </ul>
<b>State-specific Materials Allowed ONLY AFTER a Student’s Test Has Been Submitted and After All Secure Materials Have Been Collected</b>	3.6 3.7 5.11	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed)</li> <li>• Textbooks for subjects other than the one being tested</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated content being assessed)</li> <li>• Notebooks or papers of any kind (subject matter must be unrelated to content being assessed)</li> <li>• Pens or colored pencils</li> </ul>

Issue	TCM Section	State Policy
<b>State-specific Translation Policy</b>	7.1	Rhode Island will offer the translation of the mathematics assessments into Spanish beginning with the Spring 2015 administrations.
<b>Additional State Considerations</b>		For Rhode Island-specific PARCC information, go to <a href="http://www.ride.ri.gov/PARCC">www.ride.ri.gov/PARCC</a> .

# Appendix D

## Form to Report a Testing Irregularity or Security Breach





# Form to Report a Testing Irregularity or Security Breach

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

1. Call to report a testing irregularity or security breach **immediately** upon discovering it. Refer to **Appendix C** for your state’s policy on whether to call your LEA Test Coordinator or your PARCC State Contact.
2. After calling, make a copy of this form. Then complete this form with as much information as available. Submit the form according to your state’s policy in **Appendix C** to either your LEA Test Coordinator or the PARCC State Contact (and keep the LEA informed).
3. Submit this form **within two school days** of your call.
4. Maintain a copy of the submitted form for your school files. Refer to **Appendix C** for the length of time your state requires you to maintain school files.

LEA Name:
LEA Number:
School Name:
School Test Coordinator’s Name:
LEA Test Corrdinator’s Name:
Contact Name:
Contact Phone and Extension:

Test Administration Information:	<input type="checkbox"/> Fall Block PBA	<input type="checkbox"/> Spring PBA
Grade: _____ Subject: _____	<input type="checkbox"/> Fall Block EOY	<input type="checkbox"/> Spring EOY
Date of Incident: _____		
Test Administrator’s Name:		
Student Name and State ID Number:		
Student’s Date of Birth:		
Test Code on Student Testing Ticket (applicable to computer-based testing only):		
Description of Incident: <i>(Attach additional pages if necessary.)</i>		



# Appendix E

## Form to Report Contaminated, Damaged, or Missing Materials



# PARCC 2014–2015 PARCC Assessment Form to Report Contaminated, Damaged, or Missing Materials

## Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 6.7), damaged (Section 6.8), or missing (Section 6.16).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should refer to **Appendix C** and follow state-specific procedures.
3. Submit the form according to your state’s policy in **Appendix C** to either your LEA Test Coordinator or the PARCC State Contact (and keep the LEA informed).

State \_\_\_\_\_

- Fall Block PBA     Spring PBA  
 Fall Block EOY     Spring EOY

Contact Name \_\_\_\_\_ Contact Phone and Ext \_\_\_\_\_

Contact Person’s Role \_\_\_\_\_

Contact Email \_\_\_\_\_ Contact Phone and Ext \_\_\_\_\_

School Name \_\_\_\_\_ School Code \_\_\_\_\_

LEA Name \_\_\_\_\_

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

Fax 319-341-5261  
 Mail Pearson PARCC Program Team  
 Mail Stop 155  
 2510 North Dodge St., Iowa City, IA 52245  
 Email [PARCC.assessment@pearson.com](mailto:PARCC.assessment@pearson.com)

LEA Code \_\_\_\_\_

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
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.



# Appendix F

## Post-Test Certification Form




**2014–2015 PARCC Assessment  
Post-Test Certification Form**

This form is to be completed after test administration. Refer to your state-specific policy for who (School Test Coordinator or LEA Test Coordinator) should complete the form and how the form is submitted.

By submitting this form, I certify that administration of the PARCC assessments has been completed at the following school/district according to PARCC security policies. All known security breaches and testing irregularities have been properly reported.

First Name	Last Name
State	Role
School Name	Phone Number and Ext
LEA Name	School Code
Administration	LEA Code
Were any Forms to Report a Testing Irregularity or Security Breach submitted for the school? <input type="checkbox"/> Yes <input type="checkbox"/> No	
All secure test materials have been returned to Pearson. Any secure test materials not returned to Pearson have been tracked, destroyed and/or reported using the Form to Report Contaminated, Damaged, or Missing Materials.	
Ship back date	Number of scorable boxes shipped _____
	Number of non-scorable boxes shipped _____
Were any Forms to Report Contaminated, Damaged or Missing Materials submitted for the school? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Full Name (printed)	Date
School/LEA Test Coordinator Signature	
<b>Principal (if different from above)</b> Full Name (printed)	Date
Principal Signature	

Check your state policy for specific requirements for how long to maintain this document and whether or not you are required to submit this form to your state.



# Appendix G

## Accommodations Forms



### Use of a Unique Accommodation Request Form on a PARCC Assessment

Directions: 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 your state, an English Learner (EL) Plan, for an English learner. To use a unique accommodation for a student, state approval is required. Refer to **Appendix C** for additional information for your specific state.

To request approval for a unique accommodation, this form must be completed and submitted to your state by the principal or designee or District Assessment Coordinator, as required by your state, **at least six 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.

### Unique Accommodation Request Form

Name of principal/designee or District/LEA District Assessment Coordinator:	
School Name:	Telephone Number:
District/LEA Name:	Fax Number:
Signature:	Email:
Name:	Student ID Number:
Grade:	DOB:
Indicate type of plan:	<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> English Learner Plan <input type="checkbox"/> English Learner, without an English Learner Plan
<b>PARCC Test Administration</b>	
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):	
<p>In submitting this form to your state for approval, the principal/designee or assessment coordinator assures that:</p> <ul style="list-style-type: none"> <li><b>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.</b></li> <li><b>The school team has met and considered all listed accommodations before proposing this unique accommodation.</b></li> <li><b>The proposed accommodation is used, as appropriate, for routine class instruction and assessment.</b></li> </ul>	
<p>For State (SEA) Use Only: Approval/Denial of Request (This completed section will be returned to your school prior to testing).</p> <p><input type="checkbox"/> This request has been approved.</p> <p><input type="checkbox"/> This request has been denied.</p> <p>State Staff Name and Position: _____</p> <p>Signature: _____ Date: _____</p>	

### Use of an Emergency Accommodation Request Form on a PARCC Assessment

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 state, 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.

**Emergency Accommodation Request Form**

District: \_\_\_\_\_ School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

SASID#: \_\_\_\_\_ Grade: \_\_\_\_\_

Name and Title of Person Completing this Form:

_____	_____
-------	-------

Staff Members 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 Members Name

Title/Position

_____	_____
-------	-------

Principal Signature

Date

_____	_____
-------	-------

Local Accountability Coordinator Signature  
(if appropriate or required)

Date

### Use of a Student Accommodation Refusal Form on a PARCC Assessment

If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 Plan, or if required by your 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 your state, an English Learner Plan.

**Student Accommodation Refusal Form**

Student Name:	Date:
Grade:	Student ID#:
School Name:	
School District/LEA:	
PARCC Assessment:	
Test Administrator:	
Accommodation(s) refused:	
Reason for refusal:	
Comments: _____	
_____	
_____	
_____	

Signature of Test Administrator: \_\_\_\_\_

Student's Signature (optional): \_\_\_\_\_

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

# Appendix H

## Testing – Do Not Disturb Sign



**PARCC**

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**TESTING**

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Please  
Do Not Disturb



# Appendix I

## Estimated Time on Task

### Unit Testing Times and Estimated Time on Task for Grades 3–5

PBA				
Subject and Grade	Unit	Section	For Informational Purposes Only– Not to be Used for Scheduling Testing Times	For Scheduling/ Testing Purposes
			Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 3 PBA	Unit 1	Non-calculator	50	75
	Unit 2	Non-calculator	50	75
Mathematics Grade 4 PBA Mathematics Grade 5 PBA	Unit 1	Non-calculator	55	80
	Unit 2	Non-calculator	50	70
ELA/Literacy Grade 3 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		50	75
	Unit 3 (Narrative Writing)		40	60
ELA/Literacy Grade 4 PBA ELA/Literacy Grade 5 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		60	90
	Unit 3 (Narrative Writing)		40	60
EOY				
Subject and Grade	Unit*	Section	Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 3 EOY Mathematics Grade 4 EOY Mathematics Grade 5 EOY	Unit 1	Non-calculator	50	75
	Unit 2	Non-calculator	50	75
ELA/Literacy Grade 3 EOY ELA/Literacy Grade 4 EOY ELA/Literacy Grade 5 EOY	Unit 1		50	75

\*Grades 3–5 ELA/Literacy have only one unit for EOY.

**Note:** Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided for informational purposes only.

### Unit Testing Times and Estimated Time on Task for Grades 6–8

PBA				
Subject and Grade	Unit	Section	For Informational Purposes Only— Not to be Used for Scheduling Testing Times	For Scheduling/ Testing Purposes
			Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 6 PBA	Unit 1	Non-calculator	55	80
		Calculator		
	Unit 2	Calculator	50	70
Mathematics Grade 7 PBA	Unit 1	Non-calculator	55	80
		Calculator		
	Unit 2	Calculator	50	70
Mathematics Grade 8 PBA	Unit 1	Non-calculator	55	80
		Calculator		
	Unit 2	Calculator	50	70
ELA/Literacy Grade 6 PBA ELA/Literacy Grade 7 PBA ELA/Literacy Grade 8 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		60	90
	Unit 3 (Narrative Writing)		40	60
EOY				
Subject and Grade	Unit	Section	Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Mathematics Grade 6 EOY	Unit 1	Non-calculator	60	80
	Unit 2	Calculator	50	75
Mathematics Grade 7 EOY	Unit 1	Non-calculator	60	80
		Calculator		
	Unit 2	Calculator	50	75
Mathematics Grade 8 EOY	Unit 1	Non-calculator	60	80
	Unit 2	Calculator	50	75
ELA/Literacy Grade 6 EOY ELA/Literacy Grade 7 EOY ELA/Literacy Grade 8 EOY	Unit 1		40	60
	Unit 2		40	60

**Note:** Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided for informational purposes only.

### Unit Testing Times and Estimated Time on Task for High School

PBA				
Subject and Grade	Unit	Section	For Informational Purposes Only— Not to be Used for Scheduling Testing Times	For Scheduling/ Testing Purposes
			Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Algebra I PBA Geometry PBA	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
Algebra II PBA	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
Mathematics I PBA Mathematics II PBA	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
Mathematics III PBA	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
ELA/Literacy Grade 9 PBA ELA/Literacy Grade 10 PBA ELA/Literacy Grade 11 PBA	Unit 1 (Literary Analysis)		50	75
	Unit 2 (Research Simulation)		60	90
	Unit 3 (Narrative Writing)		40	60

**Note:** Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided for informational purposes only.

EOY				
Subject and Grade	Unit	Section	Estimated Time on Task (Minutes)	Unit Testing Time (Minutes)
Algebra I EOY Geometry EOY	Unit 1	Non-calculator	60	80
		Calculator		
	Unit 2	Calculator	50	75
Algebra II EOY	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
Mathematics I EOY Mathematics II EOY	Unit 1	Non-calculator	60	80
		Calculator		
	Unit 2	Calculator	50	75
Mathematics III EOY	Unit 1	Non-calculator	60	90
		Calculator		
	Unit 2	Calculator	50	75
ELA/Literacy Grade 9 EOY ELA/Literacy Grade 10 EOY ELA/Literacy Grade 11 EOY	Unit 1		40	60
	Unit 2		40	60

**Note:** Estimated Time on Task is the approximate amount of time, based on data from the field test, in which many students will complete a unit and is provided for informational purposes only. This amount of time will vary across classrooms and schools. This information is provided for informational purposes only.



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