## Presentation Accommodations

**What  are Presentation Accommodations?**
Presentation accommodations alter the method or format used to administer a PARCC assessment to a student, including auditory, tactile, visual, and/or a combination of these, rather than having the student take the test in the same format as other students. For students taking computer-delivered assessments, all presentation accommodations must be identified in advance by a student's PNP (during the test registration process).
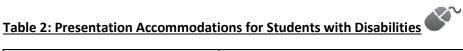
**Who Can Benefit from Presentation Accommodations?**
Students who benefit most from presentation accommodations are those with disabilities that affect reading standard print, typically as a result of a physical, sensory, cognitive, or specific learning disability.

**Table 2** provides a list of *presentation accommodations* for students with disabilities on the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments that describe changes in the assessment format and method in which the assessment is administered.

**Table 2: Presentation Accommodations for Students with Disabilities**

| Accommodation | Administration Guidelines |
|---|---|
| **Additional Assistive Technology** | Guidelines will be provided in winter 2013. |
| **Braille Edition of ELA/Literacy and Mathematics Assessments**<br><br>**Note:**<br>• **Hard-copy braille tests for *ELA/Literacy and Mathematics*)**<br>• **Refreshable braille displays for *ELA/Literacy only*)** | Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille[10] form will be available. |
| **Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments[11]** | Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments. |
| **Descriptive Video** | Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments. |
| **Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments** | A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form is included in Appendix A. |
| **Tactile Graphics** | Students who are blind or visually impaired and read braille use tactile graphics. |
| **Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages[12]** | The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.<br><br>Note: If headphones are *not* used, the student must be tested in a |

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[10] The use of uncontracted braille is under discussion among PARCC states.

[11] The CCSS call for comparisons between different media. An example of this is RI9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Adding closed captioning to any students other than those who are deaf or hard of hearing affects the ability to effectively assess this type of standard, and therefore it is listed as an accommodation as opposed to a support for all.

[12] Note: There may be unintended consequences related to the use of this accommodation for some students. Review the adjacent Administration Guidelines carefully. PARCC will conduct additional research to provide PARCC states with data to substantiate the need for providing this level of access to a small number of students.

| Accommodation | Administration Guidelines |
|---|---|
| | separate setting.

IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.

**Guidelines are provided below for IEP and 504 Teams to identify students to receive this accommodation:**

In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:

- Blindness or a visual impairment and has not learned (or is unable to use) braille;
  OR
- A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);
  OR
- Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether:

- The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;
- The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments;
- The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.

Decisions about who receives this accommodation will be made by IEP and 504 teams. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and |

| Accommodation | Administration Guidelines |
|---|---|
| | determining appropriate decision-making.<br><br>Refer to Appendix D: Reading Access & Sign Interpreter Accommodation Decision-Making Tool for additional guidance.<br><br>Human Readers providing the read aloud accommodation must refer to Appendix B: Test Administration Protocol for the Read Aloud Accommodation and Appendix I: Audio and Human Reader Guidelines for the English Language Arts/Literacy for administrative guidance.<br><br>**Reporting Notation to Schools and Parents:**<br><br>A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency). |
| **ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing** | The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required. |
| **ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing** | The student views an embedded video of a human interpreter for test directions. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required. |