PARCC Computer-Based Accessibility Features and Accommodations
Form Instructions

PARCC Computer-Based Accessibility Features and Accommodations Form is provided to assist in identifying and documenting the accessibility features and/or accommodations for students determined eligible to take the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. The PARCC assessment is designed to determine whether students are on track to be college- and career-ready, assess the full range of the common core state standards, measure the full range of student performance, and provide timely data throughout the academic year to teachers to help inform instruction, interventions, and professional development. Accessibility features and accommodations identified for students taking the PARCC assessment are provided to ensure that the assessment will provide an accurate picture of what the student knows. It is important that as part of the IEP process, the team discusses with the parents the accessibility features and/or accommodations that their child will have available to him or her to complete the assessment.

Accessibility Features

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Since the accessibility features for all can be used by anyone taking the PARCC assessments, they are not classified as accommodations.

There are some accessibility features that have to be "turned on" in advance (answer masking, background/font color, and text-to-speech for mathematics) and will be required by only a small number of students. These must be pre-identified through Personal Needs Profiles (PNPs) which catalog each student's testing needs and demographic information. For students with disabilities, the choice of accessibility features that must be turned on prior to testing, is determined by the IEP team and should be listed on the individualized education program (IEP). Other students who may need the extra accessibility features include English learners, English learners with a disability, students with 504 plans, and students receiving interventions through RTI and other tiered support systems. PNPs for students other than those with disabilities will be drawn up by educators with possible input from parents.

Accommodations

The accommodations are broken into three categories: presentation accommodations, response accommodations, and timing and scheduling accommodations.
*   Presentation accommodations alter the method or format used to administer a PARCC assessment to a student, including adjustments to accommodate students' auditory, tactile, or visual needs and/or a combination of these, rather than having the student take the test in the same format as other students.
*   Response accommodations allow students to use alternative methods to provide responses to test items, such as through dictating to a scribe or using an assistive device.
*   Timing and scheduling accommodations are changes in the allowable length of time for a student to complete the assessment and may also change the way in which the time is organized (e.g., frequent breaks or time of day).

Please refer to the manual for further clarification on the accommodations that are available for students. There are some accommodations that require the IEP team's completion of a form in order for the student to have access. The accessibility features and accommodation manual identifies those accommodations that require a form which must be attached to the IEP.

Documenting the IEP for Computer-Based Assessments

The ***PARCC Computer-Based Accessibility Features and Accommodation Documentation Form*** (computer-based) provide a starting point for parents and educators to discuss the needs of the student for the state assessment. The form also provides documentation of the general accessibility features, accessibility features which require advance notice, and the accommodations the student will need to complete the state assessment. The IEP teams will use the form to guide them in making the most appropriate decisions for students with disabilities.

When documenting accessibility features, the IEP team needs to identify the specific accessibility features, including those which must be turned on in advance, that are appropriate for the student based on his/her needs. It is not necessary to document the features that will be employed for a particular student if they are available to all students; however, such documentation will ensure the provision of those features. Accessibility features which must be turned on in advance will need to be identified on the *PARCC Computer-Based Accessibility Features and Accommodation Documentation Form*. The IEP team will also need to identify on the IEP that the student will need to have one, two, or all of the accessibility features turned on in advance.

The determination of appropriate accommodations will follow the same protocol as accessibility features. The IEP team will use the *PARCC Computer-Based Accessibility features and Accommodation Documentation Form* to determine which accommodations are appropriate for the student. The form should be attached to the IEP. If a student requires a unique accommodation, the IEP team will need to complete the Unique Accommodation Request Form and submit to the Illinois State Board of Education six weeks prior to the assessment for approval.

PARCC Computer-Based Accessibility Features and Accommodations

ACCESSIBILITY FEATURES FOR ALL	
Audio Amplifications	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate seating if unable to wear headphones.
Blank Paper	The student is provided with scratch paper provided by test administrators.
Eliminate Answer Choices	The student "crosses out" possible answer choices (for multiple choice items only).
Flag Items for Review	The student highlights items to review later.
General Administration Directions Clarified (by test administrator)	The test administrator clarifies general administration directions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing.
General Administration Directions Read Aloud and Repeated (by test administrator)	The test administrator reads aloud the general administration directions only. A student may raise his/her hand and request the directions be repeated.
Highlight Tool	The student highlights text as needed to recall and/or emphasize.
Headphones or Noise Buffers	The student uses headphones or noise buffers to minimize distraction, access embedded text–to-speech, or filter external noise during testing(in addition to when headphones are required for the ELA/Literacy assessment).
Line Reader Tool	The student uses onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.
Magnification/Enlargement Device	The student enlarges text and graphics onscreen up to 400% (while preserving clarity, contrast, and color).
Notepad	The student writes and edits notes using embedded Notepad application.
Pop-up Glossary	The student is able to view definitions of pre-selected, construct-relevant words by selecting a hyperlink onscreen via a pop-up text box.
Redirect Student to the test(by test administrator)	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.
External Spell checker device	The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
Writing Tools	The student uses writing process tools for written response, including cut and paste, copy, underline, bold, and insert bullets. Writing tools are available in the constructed response items on the ELA/Literacy performance-based assessment.

ACCESSIBILITY FEATURES TURNED ON IN ADVANCE		NO	YES
Answer Masking	The student electronically "covers" answer options, as needed.	☐	☐ ELA ☐ MATH
Background/Font Color (Color Contrast)	The student changes the onscreen background and/or font color based on need preference. Refer to the manual for a list of the color contrast colors available. Identify below the color contrast the student will be using for the assessment: _____	☐	☐ ELA ☐ MATH
Text-to-Speech, Human Reader, or Human Signer for the Mathematics Assessment	Text is read aloud to the student using embedded text-to-speech software. Student must be tested in a separate setting if unable to wear headphones. In special cases where a test administrator reads aloud to a student (human reader/human signer) student must be test in separate setting. Human readers must refer to Appendix B and Appendix J of the PARCC Accessibility Features and Accommodations Manual for guidelines and protocols.	☐	☐ MATH
PRESENTATION ACCOMMODATIONS		NO	YES
Additional Assistive Technology	Students may use a range of assistive technologies on the PARCC assessments, including devices that are compatible with the PARCC online testing platform, and those that are used externally (i.e. on a separate computer). Refer to Assistive Technology Guidelines at www.parcconline.org/parcc-accessibility-features-and-accomodations-manual.	☐	☐ ELA ☐ MATH
Screen Reader Version for Mathematics	A student who is blind or has a visual impairment takes the mathematics assessments using screen reader software. Students who use screen reader will also need a tactile graphics booklet, consisting only of the graphics portion of the test questions, and visual descriptions when applicable for the assessment. If the student is not using headphones, the student must be tested in a separate room.	☐	☐ MATH
Braille Edition or ELA/Literacy and Mathematics Assessments	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 form will be available.	☐	☐ ELA ☐ MATH
Closed-captioning of Multimedia Passages on the ELA/Literacy Assessments.	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.	☐	☐ ELA
Text-to-Speech or video of a human interpreter for the ELA/Literacy assessments, including items, response options, and passages*	The text-to-speech, ASL video, human reader, and human signer accommodations are 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. Please refer to the PARCC Accessibility Features and Accommodations Manual for further guidance.	☐	☐ ELA
Screen Reader Version for ELA/Literacy, including items, response options, and passages.	The screen reader accommodation is intended to provide access to the PARCC ELA/Literacy assessments to students who are blind or have a visual impairment and have not learned(or are unable to use) braille.		

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PRESENTATION ACCOMMODATIONS (Continued)		NO	YES
ASL Video for ELA/Literacy assessments including items, response options, and passages.	This accommodation is not intended for student reading somewhat (i.e. moderately) below grade level.		
Human Reader/Human Signer for the ELA/Literacy assessments, including items, response options, and passages	If headphones are not used for text-to-speech, screen reader, or the ASL video, the student must be tested in a separate setting. In special cases where a test administrator reads aloud to a student due to a disability (human reader or human signer), the student must be tested in a separate setting.		
ASL video for 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.	☐	☐ MATH
Human signer for test directions	A human signer will sign the test directions to a student. The student may need to be tested in a small group or separate setting.	☐	☐ ELA ☐ MATH
Student reads assessment aloud to themselves	The student reads the assessment aloud to themselves. The student may use an external device such as a whisper phone. The student must be tested in a separate setting.	☐	☐ ELA ☐ MATH
RESPONSE ACCOMMODATIONS		NO	YES
Additional Assistive Technology	Students may use a range of assistive technologies on the PARCC assessment, including external devices.	☐	☐ ELA ☐ MATH
Braille Notetaker	Student who is blind or has a visual impairment will use an electronic braille notetaker. For PARCC assessments, grammar checker, Internet, and stored file functionalities must be turned off.	☐	☐ ELA ☐ MATH
Braille Writer	A student who is blind or has a visual impairment may use an electronic braille writer. For PARCC assessments, grammar checker, internet, and stored file functionalities must be turned off. The response of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille writer. Only transcribed responses will be scored.	☐	☐ MATH
Calculation device and mathematics tools(on calculator sections of Mathematics Assessment)	A student uses a specific calculation device (e.g. large key, talking, or other adapted calculator) on the calculator section of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting. Specific calculation devices must match the final PARCC Calculator Policy. Allowable calculators include: • Grades 3-5: No calculators allowed • Grades 6-7: Four function with square root and percentage functions • Grade 8: Scientific calculator • High School: Graphic calculators (with functionalities consistent with TI-84 or similar models)	☐	☐ ELA ☐ MATH
Calculation Device and Mathematics Tools (on non-calculator sessions of Mathematics Assessments)*	The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts) and/ or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator session of the Mathematics test. Please refer to manual for further guidance.	☐	☐ MATH

RESPONSE ACCOMMODATIONS (Continued)		NO	YES
ELA/Literacy Selected Response Speech-to-Text, Human Scribe, Human Signer, and External Assistive Technology Device Mathematics response speech-to-text, human scribe, human signer, and assistive technology device	The student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g. picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must have experience using any assistive technology external device prior to assessment administration.	☐	☐ ELA ☐ MATH
ELA/Literacy Constructed Response Speech-to Text, Human Scribe, Human Signer, and Assistive Technology Device	The student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g. picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. Grammar checker, internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must be tested in a separate setting. Please refer to manual for further guidance.	☐	☐ ELA
Word Prediction External Device	The student uses an external word prediction device that provides a bank of frequently or recently used words onscreen as a result of the student entering in the first few letters of a word. Please refer to manual for further guidance.	☐	☐ ELA ☐ MATH
TIMING AND SCHEDULING ACCOMMODATIONS		NO	YES
Extended time	A maximum of up to one school day is allowed to complete one test session during the prescribed testing window.	☐	☐ ELA ☐ MATH
UNIQUE ACCOMMODATIONS		NO	YES
Unique Accommodations	A unique accommodation is an accommodation that is not listed in the PARCC Accessibility Features and Accommodations Manual and does not change the construct being measured by the assessment. The IEP team will need to complete the unique accommodations form (Appendix F) and submit it to the Illinois State Board of Education six weeks prior to testing.	☐	☐ ELA ☐ MATH

*Refer to PARCC Accessibility Features and Accommodations Manual for further guidance. For EL students, please refer to the manual to determine the accommodations for students taking the PARCC assessment.

PARCC Paper-Based Accessibility Features/Accommodations Form Instructions

Paper-Based **PARCC Accessibility Features/Accommodations Form** is provided to assist in identifying and documenting the accessibility features and/or accommodations for students determined eligible to take the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. The PARCC assessment is designed to determine whether students are on track to be college-and career-ready, assess the full range of the common core state standards, measure the full range of student performance, and provide timely data throughout the academic year to teachers to help inform instruction, interventions, and professional development. Accessibility features and/or accommodations identified for students taking the PARCC assessment are provided to ensure that the assessment will provide an accurate picture of what the student knows. It is important, that as part of the IEP process, the team discusses with the parents the accessibility features and/or accommodations that their child will have available to him/her to complete the assessment.

Accessibility Features

Accessibility features for the paper-based assessments are tools or preferences that are provided externally by test administrators. The accessibility features should be documented using the PARCC Paper-Based Accessibility Features and Accommodation Documentation Form. The IEP team will mark which accessibility feature(s) the student will need for the PARCC assessment.

Accommodations

The IEP team will review the list of accommodations available for those taking the paper-based assessment and determine which accommodations are appropriate based on the student's needs. Please refer to the manual for further clarification on the accommodations that are available for students. If a student needs a unique accommodation, the IEP team must identify that unique accommodation. The IEP team must also complete the Unique Accommodations Form and submit it to Illinois State Board of Education Assessment Division six weeks prior to the assessment.

Documenting the IEP for Paper-based Assessments

The **PARCC Paper-Based Accessibility Features and Accommodation Form** provide a starting point for parents and educators to discuss the needs of the student for the state assessment. The form also provides documentation of the accessibility features and the accommodations the student will need to complete the state assessment. The IEP teams will use the form to guide them in making the most appropriate decisions for students with a disability.

When documenting accessibility features and/or accommodations, the IEP team needs to identify which features will be appropriate for the student based on his/her needs. The form should be attached to the IEP as documentation of the accessibility features and/or accommodations.

PARCC Paper-Based Accessibility Features and Accommodations

ACCESSIBILITY FEATURES		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES
Auditory Aids	Student uses amplification devices, noise buffers, or white noise machines	Audio Amplification Headphones or Noise Buffers
Visual Aids/Organizers	Student uses highlighters, template place marker, masking device, colored overlays, or pointer.	Flag Items for Review, Line Reader tool, Highlight Tool, Eliminate Answer Choices
Magnification/Enlargement Device	Magnification or enlargement devices to increase the font or graphic size.	Large Monitor, Zoom Tool, Magnification/Enlargement Device
General Administration Directions Clarified(by test administrator)	Test administrator clarifies general administration instructions only.	General Administration Directions clarified(by test administrator)
Blank Paper(provided by test administrator)	May be provided blank sheet(s) of paper to plan and organize item responses.	Blank Paper(provided by test administrator), Notepad
Redirect student to the test(by test administrator)	Test administrator redirects the student's attention to the test.	Redirect Student to the Test(by test administrator)
Glossary in Footnotes	The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test	Pop-up Glossary
Writing Instrument	The student uses their writing instrument on written responses, to underline, bold, and insert bullets	Writing Tools

ACCESSIBILITY FEATURES TURNED ON IN ADVANCED		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Human Reader or Human Signer for the Mathematics Assessments	Text is read aloud by a human reader.	Text to Speech for the Mathematics Assessment Human Reader or Human Signer of rmathematics assessment ASL video for the Mathematics assessment	☐	☐ MATH
Visual Aids/Organizers	Student uses highlighters, template place marker, masking device, colored overlays, or pointer.	Answer asking, Background/ Font Color (Color Contrast)	☐	☐ ELA ☐ MATH

PRESENTATION ACCOMMODATIONS		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Assistive Technology	Students may use a range of assistive technologies on the PARCC assessment, including external devices.	Assistive Technology	☐	☐ ELA ☐ MATH
Large Print Edition Test	Provided to students with visual impairments. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Magnification/Enlargement Device Large Print edition	☐	☐ ELA ☐ MATH
Braille Edition of ELA/Literacy and Mathematics Assessments	A contracted form is provided. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	N/A	☐	☐ ELA ☐ MATH
Hard Copy Braille Edition	A student who is blind or has visual impairments and is unable to take the computer-based test with a refreshable braille display may take the assessments on a hard-copy contracted braille form for both ELA/Literacy and Mathematics. Tactile graphics are embedded into the hard copy braille form. Responses must be transcribed verbatim by a test administrator in a standard answer booklet. Only transcribed responses will be scored.	Screen Reader Version for Mathematics, Refreshable Braille Display with Screen Reader Version for ELA/Literacy, Hard Copy Braille	☐	☐ ELA ☐ MATH
Tactile Graphics	Presented to students with visual impairments. Refer to the Tactile Guidelines for information.	Tactile Graphics	☐	☐ ELA ☐ MATH
Human reader/Human signer for the ELA/Literacy assessments, including items, response options, and passages	A student receives an audio representation of the ELA/literacy assessment via a human reader/human signer. Please refer to the PARCC Accessibility Features and Accommodations Manual.	Text-to-Speech, ASL video, Human Reader/Human Signer for the ELA/Literacy Assessment, including items, response options, and passages	☐	☐ ELA
Human Signer for test directions	A human signer will sign the test directions a student The student may need to be tested in a small group or separate setting.	Human Signer for Test Directions	☐	☐ ELA ☐ MATH
Student Reads Assessment Aloud to Themselves	The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.	Student Reads Assessment aloud to themselves	☐	☐ ELA ☐ MATH

RESPONSE ACCOMMODATIONS		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Assistive Technology	Students may use a range of assistive technologies on the PARCC assessment, including external devices.	Currently researching hardware devices	☐	☐ ELA ☐ MATH
Braille Notetaker	Records answers using an electronic braille notetaker. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Braille Note-Taker	☐	☐ ELA ☐ MATH
Braille Writer	A manual or electronic device, slate and stylus, for writing braille. Device prints in braille but does not save. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	Braille Writer	☐	☐ ELA ☐ MATH
Answers recorded in test book	Records answers directly in the test book. Responses must be transcribed verbatim. Responses not transcribed will not be scored.	N/A	☐	☐ MATH
Calculation device and mathematics tools (on calculator sessions)*	Refer to PARCC Accessibility Features/Accommodations Manual.	Calculation device and mathematics tools(on calculator sessions of mathematics assessments)	☐	☐ MATH
Calculation device and mathematics tools (on non-calculator sessions)*	Refer to PARCC Accessibility Features/Accommodations Manual.	Calculation device and mathematics tools(on non-calculator sessions of mathematics assessments)	☐	☐ MATH
Monitor Test Response	Monitors proper placement of student responses on a test book/answer sheet.	N/A	☐	☐ ELA ☐ MATH

RESPONSE ACCOMMODATIONS (CONTINUED)		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
ELA/Literacy Selected Response Speech-to Text, Human Scribe, Human Signer, External Assistive Technology Device Mathematics Response Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device	A student dictates response either verbally, using an external speech-to-text device, an augmentative/assistive communication device, or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate room. The student must have experience using any assistive technology external device prior to assessment administration. Student's responses must be transcribed exactly as dictated/signed (e.g. the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing). Please refer to Appendix C of the PARCC Accessibility Features and Accommodations manual.	ELA/Literacy Selected Response Speech-to Text, Human Scribe, Human Signer, External Assistive Technology Device Mathematics Response Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device	☐	☐ ELA ☐ MATH
ELA/Literacy Constructed Response Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device	The student dictates response either verbally, using a speech-to-text device, an augmentative/assistive communication device, by dictating, signing, gesturing, pointing, or eye-gazing. Student must be tested in a separate room. Grammar checker, internet, and stored files functionalities must turned off. Word prediction must also be turned off for students who do not receive this accommodation. IEP teams and 504 plan coordinators should refer to the detailed guidelines in the PARCC accessibility features and accommodations manual when selecting this accommodation for students.	ELA/Literacy Constructed Response Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device	☐	☐ ELA
Word prediction External Device	Uses word prediction software that provides a bank of frequently or recently used words as a result of the student entering the first few letters of a word.	Word prediction External Device	☐	☐ ELA ☐ MATH

TIMING AND SCHEDULING ACCOMMODATIONS		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Extended Time	A maximum of up to one school day is allowed.	Extended Time	☐	☐ ELA ☐ MATH

ACCOMMODATIONS FOR ENGLISH LEARNERS		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Extended time	A maximum of up to one school day is allowed.	Extended Time	☐	☐ ELA ☐ MATH
General Administration directions clarified in student's native language (by test administrator)	Clarifies general administration instruction only. No part of test may be clarified or translated.	General administration directions clarified in student's native language(by test administrator)	☐	☐ ELA ☐ MATH
General Administration directions read aloud and repeated as needed in student's Native language (by test administrator)	Reads aloud and repeats as needed test directions in student's native language. Given ample to time to process directions and ask clarifying questions. Tested in separate setting with other students needing the same accommodation to minimize distraction.	General administration directions read aloud and repeated in student's native language(by test administrator)	☐	☐ ELA ☐ MATH
Mathematics Response Speech-to-Text, Human Reader	The student dictates responses verbally, using an external speech-to-text device or human scribe. The student must be tested in a separate setting. The student must be familiar with any external devices prior to the assessment administration. Student's responses must be transcribed exactly as dictated. For administration guidance on scribing and post-test transcription, see Appendix C of the PARCC manual.	Mathematics Response Speech-to-Text, Human Reader	☐	☐ MATH
Word-to-Word dictionary	Uses bilingual, word-to-word dictionary or electronic translator. Refer to manual for clarification.	Word-to-Word dictionary(English/Native Language)	☐	☐ ELA ☐ MATH
Paper-based Edition of the Mathematics assessment in Spanish (or translated languages as needed).	The student takes a hard-copy mathematics assessment in their native language, if approved by the PARCC state's policy.	Online Translation of the Mathematics Assessment in Spanish (or other translated languages as needed). Paper-based edition of the Mathematics assessment in Spanish (or other translated languages as needed).	☐	☐ MATH

ACCOMMODATIONS FOR ENGLISH LEARNERS (CONTINUED)		COMPARABLE COMPUTER-BASED ACCESSIBILITY FEATURES	NO	YES
Large Print Edition of the Mathematics Assessment n Spanish (or other translated languages as needed)	A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability and needs translation.	Large Print Edition of the Mathematics Assessment n Spanish (or other translated languages as needed)	☐	☐ MATH
Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed).	In special cases where a test administrator reads aloud to a student in their native language, the student must be test in a separate setting. Human readers providing the read aloud accommodations must refer to Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/ Literacy Assessments, and the Human Reader Accessibility Feature for mathematics Assessment. Accommodation and Appendix J: PARCC mathematics audio guidelines and administrative guidance.	Text-To Speech for the Mathematics Assessment in Spanish(or other translated language as needed) Human Reader for the Mathematics Assessments in Spanish (or other translated language as needed).	☐	☐ MATH
UNIQUE ACCOMMODATIONS			**NO**	**YES**
Unique Accommodations	A unique accommodation is an accommodation that is not listed in the PARCC Accessibility Features and Accommodations Manual and does not change the construct being measured by the assessment. The IEP team will need to complete the unique accommodations form (Appendix F) and submit it to the Illinois State Board of Education 6 weeks prior to testing.		☐	☐ ELA ☐ MATH

*Please refer to the PARCC Accessibility Features and Accommodations Manual for further guidance.