

Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments

Students who may participate in a Paper-Based PARCC Assessment

Although PARCC assessments are computer-based using an online testing platform, there may be specific instances which require a student to take a paper-based assessment instead. The following conditions may result in a school choosing to administer a paper-based assessment:

- Condition #1: A student is unable to use a computer due to the impact of his or her disability. The student’s inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan.
 - Examples may include:
 - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration;
 - A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations;
 - A student with a disability who requires assistive technology that is not compatible with the testing platform.
- Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.
- Condition #3: The school is providing paper-based assessments for its students as the primary mode of administration.
- Condition #4: A student who is unable to access an online assessment due to religious beliefs.

There are a few accessibility features that must be pre-selected for the student in the SR/PNP. Accommodations for students with disabilities and/or ELs must be pre-selected for the student in the SR/PNP. When needed for the paper-based accessibility feature or accommodation, this information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.

Refer to the *PARCC Accessibility Features and Accommodations Manual for additional information concerning test administration considerations, accessibility features, and accommodations.*

Table A1: Accessibility Features for All Students Taking Paper-Based Assessments

Table A1 includes Features for All Students & Accessibility Features Identified in Advance.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
1a	Answer Masking	External Masking Cards (Visual Aids/Organizers) (SR/PNP Reference BG)	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Answer Masking selected. • <u>Materials:</u> Test Administrator provides student with blank masking cards. <p>During Testing: The student may cover or uncover answer options with external blank masking cards as needed.</p>

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4f 4g 4h 4i	<p>ELA/Literacy Selected Response Options²⁴</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <i>(SR/PNP Reference BX)</i> 	<p>ELA/ Literacy Selected Response Options²⁴</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device 	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected. • Test Administrator Training: Test Administrators providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. ○ Appendix L: Human Signing Guidelines (signers only). • Note: Check your state policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy. <p>During Testing: 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 be familiar with any assistive technology external device used for test administration.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • 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) into the student’s standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.
4j 4k 4l 4m	<p>Mathematics Response Options</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <i>(SR/PNP Reference BY)</i> 	<p>Mathematics Response Options</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device 	

24 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English/language arts (ELA/L) assessments.

	CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>4n</p> <p>4o</p> <p>4p</p> <p>4q</p>	<p>ELA/Literacy Constructed Response Options²⁵</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <i>(SR/PNP Reference BW)</i> 	<p>ELA/Literacy Constructed Response Options²⁵</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device 	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected. • <u>Materials:</u> External device provided by the student, if needed. • <u>Test Administrator Training:</u> Test Administrators providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. ○ Appendix L: Human Signing Guidelines (signers only). • Note: Check your state policy in Appendix C of the <i>Test Coordinator Manual</i> to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy. <p>During Testing: 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 be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or an external third party device (responses must be transcribed).</p> <p>After Testing:</p> <ul style="list-style-type: none"> • 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) into the student’s standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

²⁵ This accommodation applies to Prose Constructed Responses on the ELA/literacy assessments.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			<p>Important Guidelines for identifying students to receive these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that <i>severely limits or prevents</i> the student’s motor process of writing through keyboarding; OR • A disability that <i>severely limits or prevents</i> the student from expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.
4r	<p>Monitor Test Response (SR/PNP Reference BZ)</p>	Monitor Test Response	<p>During Testing: The Test Administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally skip a question. The Test Administrator CANNOT assist the student in any way with respect to the content of the item.</p>

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4s	<p>Word Prediction External Device on the ELA/Literacy Assessment</p> <p>(SR/PNP Reference CA)</p>	<p>Word Prediction External Device on the ELA/Literacy Assessment</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Word Prediction selected. • <u>Materials</u>: External Word Prediction Device. <p>During Testing: The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into a scorable test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. <p>Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that <i>severely limits or prevents</i> the student from writing or keyboarding responses; OR • A disability that <i>severely limits or prevents</i> the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			<p>Before listing the accommodation in the student’s IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.
4t	Not Applicable	<p>Answers Recorded in Test Book</p> <p><i>(SR/PNP Reference BT)</i></p>	<p>During Testing: For students using test booklets and answer documents, the student records answers directly in the test booklet.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Responses must be transcribed exactly as written in the student’s standard test booklet into the answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

Table A5: Timing & Scheduling Accommodation for Students with Disabilities Taking Paper-Based Assessment

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
5a	<p>Extended Time</p> <p><i>(SR/PNP Reference CK)</i></p>	<p>Extended Time</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP or 504 plan. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: <ul style="list-style-type: none"> ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. <p>During Testing: Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p>

Table A6: Guidance on Selection of Accommodations for English Learners on PARCC Assessments

<p>KEY for Table A6:</p> <ul style="list-style-type: none"> ● Highly recommended for use by ELs at this ELP level ⊙ Recommended for use by ELs at this ELP level ○ May not be appropriate for students at this ELP level

Accommodations	Most likely to benefit ELs at this ELP Level		
	Beginning	Intermediate	Advanced
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	○	●	●
Mathematics Response Speech-to-Text Mathematics Response Human Scribe	●	⊙	○
General Administration Directions Read Aloud and Repeated in Student’s Native Language (by Test Administrator)	●	⊙	○
General Administration Directions Clarified as Needed in Student’s Native Language (by Test Administrator)	●	⊙	○
Online Transadaptation of the Mathematics Assessment in Spanish	●	⊙	○
Paper-Based Edition of the Mathematics Assessment in Spanish	●	⊙	○
Large Print Edition of the Mathematics Assessment in Spanish	●	⊙	○
Text-to-Speech for the Mathematics Assessments in Spanish Human Reader for the Mathematics Assessments in Spanish	●	⊙	○

Table A7 provides a list of ACCOMMODATIONS for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

Table A7: Accommodations for English Learners Taking the Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7a	<p>Extended Time</p> <p><i>(SR/PNP Reference CK)</i></p>	<p>Extended Time</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP or 504 plan. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: <ul style="list-style-type: none"> ○ <u>Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</u>. <p>During Testing: Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p>
7b	<p>Word-to-Word Dictionary</p> <p><i>(English/ Native Language)</i></p> <p><i>(SR/PNP Reference CF)</i></p>	<p>Word-to-Word Dictionary <i>(English/ Native Language)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have word-to-word dictionary selected. • <u>Materials</u>: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. <p>During Testing: The student uses a published bilingual, word-to-word dictionary that does not definitions, phrases, pronunciations, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed. A sample list of approved bilingual word-to-word dictionaries is available at: http://www.doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf.</p>

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7c 7d	<p>Mathematics Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/ Human Signer <i>(SR/ PNP Reference CD)</i> 	<p>Mathematics Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/ Human Signer 	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/ PNP:</u> Student’s SR/ PNP must have Speech-to-Text or Human Scribe selected. • <u>Materials:</u> If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment. • <u>Test Administrator Training:</u> Test Administrators providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. <p>During Testing: A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • 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) into the student’s standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>7e</p> <p>General Administration Directions Read Aloud and Repeated in Student’s Native Language <i>(by Test Administrator)</i></p> <p><i>(SR/PNP Reference CC)</i></p>	<p>General Administration Directions Read Aloud and Repeated in Student’s Native Language <i>(by Test Administrator)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected. • Materials: <ul style="list-style-type: none"> ○ For 2017-2018, PARCC will provide written general test administration directions in the following languages <ul style="list-style-type: none"> ▪ Arabic ▪ Chinese (Mandarin) ▪ Haitian Creole ▪ Navajo ▪ Polish ▪ Portuguese ▪ Russian ▪ Spanish ▪ Urdu ▪ Vietnamese ○ If written general test administration directions are not available in the student’s native language, a local translator fluent both in English and the student’s native language may translate and read the directions in the language of the student. • Test Administrator Training: Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student’s native language; or may collaborate with a local translator, if available. <p>During Testing: The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student’s native language. The student may request that directions be repeated. The student must be tested in a separate setting.</p>

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7f	<p>General Administration Directions Clarified in Student’s Native Language <i>(by Test Administrator)</i></p> <p><i>(SR/PNP Reference CB)</i></p>	<p>General Administration Directions Clarified in Student’s Native Language <i>(by Test Administrator)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have General Administration Directions Clarified in Student’s Native Language selected. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language. <p>During Testing: The Test Administrator clarifies general administration directions only in the student’s native language. Test Administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student’s native language; or Test Administrator may be assisted by a translator who speaks the language of the student, if available.</p>
7g	<p>Online Transadaptation of the Mathematics Assessment in Spanish</p>	<p>Paper-Based Edition of the Mathematics Assessment in Spanish</p> <p><i>(SR/PNP Reference CE)</i></p>	<p>Paper-Based Edition of the Mathematics Assessment in Spanish</p>
7h	<p>Paper-Based Edition of the Mathematics Assessment in Spanish</p> <p><i>(SR/PNP Reference CE)</i></p>	<p>Paper-Based Edition of the Mathematics Assessment in Spanish</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Paper-Based Edition in Spanish selected. • <u>Materials</u>: Paper-Based Edition of the Mathematics Assessment. Based on individual state policy, the mathematics assessment may be translated into additional languages. • <u>Test Administrator Training</u>: For ELs with disabilities, administrators must review the following: <ul style="list-style-type: none"> ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments. ○ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.

	CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
			<p>During Testing: The student takes a paper-based mathematics assessment in Spanish (or other native language as requested), IF ALLOWED BY STATE POLICY. Spanish kits for paper based assessment include an English version of the test booklet and math tools so the test can be administered in a bilingual format. Responses must be entered on the Spanish answer document for responses provided in Spanish to be scored.</p> <p>Note: If the student is also receiving a human reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).</p>
7i	<p>Large Print Edition of the Mathematics Assessment in Spanish</p> <p><i>(SR/PNP Reference BP and CE)</i></p>	<p>Large Print Edition of the Mathematics Assessment in Spanish</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Large Print Edition selected. • <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and supplementary large print mathematics materials (large print ruler and protractor), when appropriate. • <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> ○ Appendix M: PARCC Assessments for Students with Visual Impairment, Including Blindness. ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments. ○ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. <p>During Testing: A large print paper-based form of the mathematics assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability, IF ALLOWED BY STATE POLICY. The font size for the PARCC large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines	
		<p>Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. In the Test Administrator Scripts, there are several instances which instruct Test Administrators to demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Responses must be transcribed verbatim in Spanish by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. 	
7j	<p>Text-to-Speech for the Mathematics Assessments in Spanish</p>	<p>Human Reader for the Mathematics Assessments in Spanish</p> <p><i>(SR/PNP Reference CE and CH)</i></p>	<p>See Human Reader for the Mathematics Assessments in Spanish</p>
7k	<p>Human Reader for the Mathematics Assessments in Spanish</p> <p><i>(SR/PNP Reference CE and CH)</i></p>	<p>Human Reader for the Mathematics Assessments in Spanish</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Human Reader in Spanish (or other languages) selected. • <u>Tools for Identification</u>: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy (ELA/L) Assessments to inform their decision-making. • <u>Materials</u>: Read Aloud Kits, which include one copy of the student test booklet and answer document, test booklet for Test Administrators (Human Reader/Signer), and a Human Reader Script transadapted in Spanish.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<ul style="list-style-type: none"> • Test Administrator Training: Human Readers providing this accommodation must review: <ul style="list-style-type: none"> ○ The Mathematics Human Reader Script in Spanish at least two full school days prior to testing. Review of the Human Reader Script in Spanish must occur in a SECURE ENVIRONMENT. ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments ○ According to state policy, an onsite translator may provide (or assist a Test Administrator to provide) a human read aloud accommodation in the student’s native language. Test Administrators providing this accommodation should ideally be literate and fluent in English, as well as in the student’s native language; or may be assisted by a translator, if available. <p>During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script in Spanish. The student must be tested in an individual or small group setting, and the Test Administrator must provide the read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish). Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined by individual states.</p> <p>After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the nonscorable materials.</p>